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ABSTRACT

Part of a 4-volume set constituting a model to assist all school districts in Region 17 (Texas) in infusing comprehensive career oriented education into their existing instructional programs by 1980, this teacher guide contains materials for the first part of a 3-phase program designed to move the participant through a series of informational steps to a proficiency in developing comprehensive outcome based career oriented education topics. Section A provides awareness information on career education with special emphasis on the Texas state plan for career education. Section B presents an overview and indepth study of the seven components of career education. Section C (63 pages) introduces available occupational resources. Sections D and E deal with two methods of involving the community in the career oriented education program, i.e. resource persons and field trips. An assessment of student needs discussed relative to career education is conducted in Section F. In Section G, participants are introduced to and given experience in using the curriculum infusion format developed for the program. Skills learned in this section will be used in Section H in which participants have an opportunity to adapt topics from the Education Service Center career oriented curriculum. (TA)

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EDUCATION SERVICE CENTER
REGION XVII

TEACHER GUIDE
FOR

CAREER ORIENTED EDUCATION

IMPLEMENTATION

WORKSHOP

PHASE I

(READINESS)

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CAREER ORIENTED EDUCATION
A MANAGEMENT/IMPLEMENTATION MODEL
(DOCUMENTS AND MATERIALS)

EDUCATION SERVICE CENTER - REGION XVII

LUBBOCK, TEXAS

DR. O. R. DOUGLAS, EXECUTIVE DIRECTOR

INSTRUCTIONS FOR IMPLEMENTATION TEAMS

TEACHER'S GUIDE

Teacher Guide for Career Oriented Education. Implementation Workshop

Phase I: (Readiness)

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CE 008 385

OVERVIEW

The purpose of this guide is to assist all school districts in Region XVII in infusing comprehensive career oriented education into their existing instructional program by 1980. Career oriented education provides a new focus for teaching and a new direction for learning which orients education to living and making a living.

The guide contains fifteen sections, A - O. There are three phases of the program: Phase I, Implementation Readiness, A - H; Phase II, Implementation Follow-up, I - K; Phase III, Curriculum Development, L - O. The materials are designed to move the participant from a basic awareness of career education through a series of informational steps to a proficiency in developing comprehensive outcome based career oriented education topics.

The following is a brief overview of each phase by sections:

PHASE I - IMPLEMENTATION (READINESS)

Section A provides awareness information on career education with special emphasis on the Texas State Plan for Career Education.

Section B provides an overview and indepth study of the seven components of Career Oriented Education.

Section C introduces the participant to a variety of occupational resources which are available while Sections D and E deal with two methods of involving the community in the career oriented education program, (1) resource persons, and (2) field trips. An assessment of student needs discussed relative to career education is conducted in Section F. Information from the needs assessment plays an integral part in the development of topics which can be infused into the existing curriculum.

In Section G participants are introduced to and are given experience in using the curriculum infusion format which has been developed for the program. The skills learned in this section will be used in Section H. In that section participants are given an opportunity to adapt topics from the Education Service Center career oriented curriculum. Individual participants may also choose to develop their own topic(s).

PHASE II - FOLLOW-UP

Section I is designed to obtain feedback from participants after they have had some implementation experiences. Section J provides participants with additional career education curriculum resources, while Section K provides opportunity to complete the development of a community resource file.

PHASE III - CURRICULUM DEVELOPMENT

Section L provides opportunity for documentation of the school district's efforts in career oriented education. Planning for further implementation during the school year through development of additional career oriented topics is also provided for in this section.

Section M provides for the development of skills for writing performance objectives. These skills should benefit participants in their efforts to improve and develop comprehensive topics which can be infused.

Section N provides opportunity for participants to document their activities in career oriented education using topics which have been adapted for individual classrooms. Participants follow the curriculum infusion format (outline) during this activity.

Section O provides for development of new career oriented curriculum. Participants select new topics using information which has been collected. It is expected that all three phases of the program will have been initiated and completed by May 1, 1976. The results of that completion should provide each school district the basis for an effective comprehensive program of career oriented education.

Comprehensive programming - total curriculum K-12 - will be the result of long range commitment and involvement.

TEACHER GUIDE
FOR
CAREER ORIENTED EDUCATION
IMPLEMENTATION WORKSHOP
PHASE I
(READINESS)

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A. AN OVERVIEW OF CAREER EDUCATION

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1. INTRODUCTION

"Career Education is an idea whose time has come!" (Sidney Marland)

"Career Education is going and growing!" (Commissioner Bell)

"Career Education is alive and well!" (Ken Hoyt)

These and other similar comments are heard over and over in educational circles today. The time is appropriate for classroom teachers, principals, superintendents, parents, business, industry, and labor to all join in a common effort to help all individuals become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying.

Education for living, and making a living is an appropriate goal for all who teach. All students should have an opportunity to:

- a. understand themselves better,
- b. see how they might become productive citizens,
- c. become aware of the many jobs and occupations available,
- d. experience (first-hand) an orientation to the job market,
- e. explore many job fields or clusters, and
- f. be prepared to enter the job market at the appropriate time.

In brief, Career Education might be called "Education for Work." (Ken Hoyt)

2. WHAT IS CAREER EDUCATION?

Career Education has been defined by many as:

- a philosophical commitment by the enterprise of public education to the values of a work-oriented society. (Swanson)
- an educational delivery system (Swanson)
- a process of structured intervention aimed at helping people to take advantage of the educational, training and occupational opportunities that are available in the society (Ginzberg)
- a planned program of activities and experiences which facilitates the individual's career development (Thomas)

- coordinated instruction, integrated into the entire curriculum, K-12, and designed to assist students in
 - understanding both the world of work and attitudes toward it;
 - understanding the relationships which exist between education and career opportunity;
 - understanding the economic and social structures of our society and how they influence the ways people support themselves;
 - making informed decisions concerning how they will earn a living and taking responsibility for making those decisions; and
 - acquiring marketable skills as preparation for earning a living. (Texas Education Agency)
- an integral dimension of the nursery through adult curriculum which provides for all students a sequential continuum of experiences through which each individual may develop a more realistic perception of his capabilities and prepare him for entry and re-entry into employment and/or continuing education. (New Jersey State Department of Education)

Career Education is not a course of study, but rather a way of teaching. It is a new direction or emphasis for instruction. It is a vehicle for making the teaching/learning process meaningful and important to all students.

3. CAREER EDUCATION FILM

4. CAREER EDUCATION IN TEXAS

a. Texas Overview 1970

- The State Board of Education adopted the Goals for Public School Education in Texas.
- The State Board of Education approved 10 pilot occupational orientation projects.
- The State Board of Education approved the redirection of the educational system in Texas to incorporate the concepts of career education

1971

- The State Advisory Committee on Career Education was established.
- An Agency-wide task force on career education was appointed to develop a framework bulletin for career education.

1972

- A Tentative Framework for Developing Comprehensive K-12 Career Education was disseminated to local school districts.
- The Texas Education Agency selected a Coordinator of Career Education.
- An Agency-wide Steering Committee for the Assessment of Career Education was established.

1973

- The State Board of Education established Career Education as a top priority for the Texas Education Agency.
- The Division of Occupational Education and Technology, the Division of Regional Education Services, and the Division of Special Projects in Career Education was established.
- Governor Dolph Briscoe declared the first week in September as Career Education Week.
- The Texas Education Agency adopted and published 177 Basic Learner Outcomes as the basis for career education program development.
- The Texas Education Agency encouraged the establishment of career education coordinators in each of the Education Service Centers.

1974

- Funding for career education was continued at a high level by various divisions within the Texas Education Agency.
- The Texas Education Agency approved funding to develop a measurement/diagnostic system appropriate for the 177 Basic Learner Outcomes adopted in 1973.

1975

- A State Plan for Career Education was presented to the State Board of Education.
- Numerous exemplary career education programs emerged in public schools.
- State-wide workshops for further career education implementation were scheduled.
- State Plan adopted by State Board of Education June 14, 1975.

b. State Plan for Career Education - June 14, 1975

(1). Rationale for the Plan

(a). Broad Goal(s) and Needs

By 1980, career education will be an integral part of the educational program in each school system in Texas. Through an interdisciplinary approach, public schools will help each student develop personal knowledge, skills, competence, attitudes, and awareness of a broad range of opportunities in relation to careers.

(b). Source of Authority or Mandate

The broad, long-range aims for public education in Texas have been defined in the Goals for Public School Education in Texas, adopted by the State Board of Education in 1970 and revised in 1973. These Goals provide the public education system in Texas with an overall sense of direction. According to the established goals, the State Board of Education is encouraging the development of a system of public education in which individual learners will have the opportunity to develop their personal knowledge and skills to maximum capacity.

(c). Applicable Board Policies

In support of the established goals, career education was selected by the State Board of Education in May, 1973 as one of ten priority areas of concern for the Texas Education Agency which would receive long-range development.

(2). Objectives to be Attained

(a). Targets

- 1a. Parents and the community will be encouraged to understand career education concepts that are developed in the home and community. By 1977,
 - aa. 50 percent of the local school districts will have increased parental and public participation in the design and implementation of activities aimed at increasing outcomes of learners in relation to career education.
 - bb. 50 percent of the local school districts will strengthen cooperative activities between schools and work situations in the community.
 - cc. 50 percent of the local school districts will communicate to parents, students, non-parent taxpayers, and all school personnel information about the developmental career education efforts in their district.
- 2a. The educational needs of Texas students will be assessed in relation to the expected learner outcomes for career education. By 1977,
 - aa. 50 percent of the local school districts will have conducted a student needs assessment at the middle and senior high schools using the Texas Education Agency measurement and diagnostic system.
 - bb. 50 percent of the local school districts will use information from the needs assessment studies as a basis for reviewing local goals for education.
- 3a. A local plan will be developed in each school district and designed to assist in planning and providing for the orderly implementation of career education. By 1977,
 - aa. 50 percent of the local school districts will develop a local plan for the implementation of career education based on needs assessment data.

- bb. 50 percent of the local school districts will assess existing community and public agency resources which can be modified to serve as an implementation vehicle for career education.
- cc. 50 percent of the local school districts will have conducted an annual evaluation of their career education plan.
- 4a. All curricula will reflect the career education needs of students. By 1977,
 - aa. curricula in 50 percent of the school districts will be directed toward increasing the students' career development.
 - bb. 10 percent of the local school districts will use a process for individualizing career education experiences based on identified pupil needs.
- 5a. Personnel in Texas public schools will be proficient in relating the concepts of career education to individual disciplines. By 1977,
 - aa. 10 percent of the school districts will have trained 50 percent of their elementary and middle school personnel in a career education infusion process.
 - bb. 50 percent of the school districts will develop and implement a staff development plan which uses the resources of the business, labor, and community personnel to provide learning experiences to the children, youth, and adults of the State consistent with the goal of career education.
 - cc. 50 percent of the professional personnel in the State will participate in a minimum of ten clock hours of inservice education training sessions for incorporating career education concepts into their classroom activities.
- 6a. The emphasis on the career education phase of guidance services will be strengthened at levels K-12 through assisting local education agencies to formulate cooperatively-developed student outcome-based guidance programs. By 1977,
 - aa. 50 percent of the guidance personnel in the State will improve their skills in providing technical assistance for specific needs or concerns of individuals and groups relative to career education.
 - bb. 50 percent of the guidance personnel in local school districts will conduct evaluation activities that will enable them to improve their career guidance program.
 - cc. 50 percent of the guidance personnel in local school districts will become aware of and have the opportunity to adopt one or more outstanding career education practices.

dd. 50 percent of the guidance personnel in local school districts will become aware of the possibilities of having guidance associates as a means of strengthening career education phases of their guidance and counseling services.

ee. the counselors will have a 50 percent increase in the availability of resource materials.

(b). Long-range Results Expected

It is envisioned that once 50 percent of the school districts have completed the necessary steps identified in the local education agency long-range objectives, model procedures for the installation of career education activities can be developed from actual experience. This information will provide a base from which systematic career education can be installed in most other Texas public schools. Once this base of experience is established, refinements in the approach and diffusion of practices will be undertaken in order to move forward the goal established for career education by the State Board of Education.

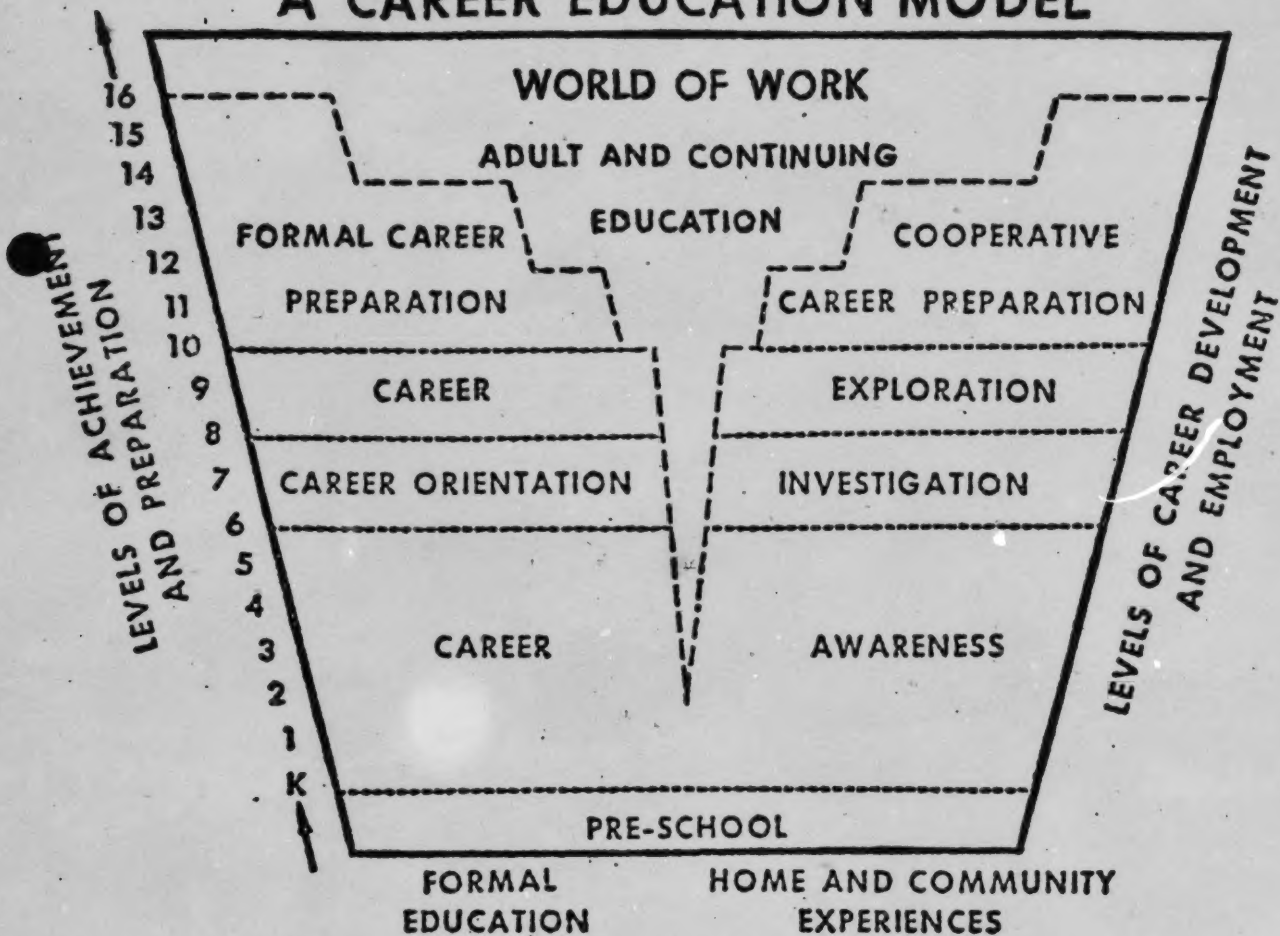
The attainment of the local education agency objectives will result in increased Agency capability to administer and advance career education in the State. It will assist in the identification of exemplary activities for the State and the preparation of education service center and local education agency personnel to develop, adopt, install, and maintain a K-12 career education approach and make available basic learner information to assist the remaining school districts install career education.

(3). Resources Required to Achieve Objectives

To provide the necessary monetary support for the initial implementation of career education, it will be necessary to seek assistance from identified funding sources in the United States Office of Education, business/labor professional associations, and possibly the Texas State Legislature. At present career education seeks a restructuring of existing resources within a local school district rather than a calling for massive additional funding. It will, however, be necessary to establish an account for career education against which education service centers and local education agencies will make application for grants to train existing staff and secure the necessary teaching materials to advance their capability for comprehensive, continuous, and coordinated career education. After career education evolves out of the developmental period into an operational stance, it will also be necessary for some school districts, the service centers, and the Texas Education Agency to designate a staff to administer and provide support services to career education.

(4). Evaluation and Progress Reports to the Board

The State Board of Education will receive a report from the Commissioner at least once a year on the extent to which the activities connected with the Plan are carried out and the degree of progress toward the objectives stated in the Plan. Such reports will include the Commissioner's recommendations about the continuation and/or modification of the Plan and needs for Board policy, administrative procedures, or legislative action.

5. WHAT MODEL DO WE USE?**A CAREER EDUCATION MODEL**

According to this model, Career Education has four phases (or levels):

<u>Phase</u>	<u>Grade Level</u>	<u>Description</u>
Awareness	K-6	<u>Career Awareness</u> - This phase of the model should help the individual develop an awareness of careers, understanding and appreciation for the dignity of work, and the personal and economic relationships of work.
Orientation	7-8	<u>Career Orientation</u> - In this phase of the model, the individual would gain a wide exposure to a variety of careers, their requirements and rewards. The individual would begin to relate these to his own interest, abilities, aptitudes and circumstances.
Exploration	9-10	<u>Career Exploration</u> - Provides the individual with "hands on" experiences in laboratories, shops and/or community resources in as many clusters of occupations as possible in order to further validate his own personal interests, aptitudes and abilities.
Preparation	11-12	<u>Career Preparation</u> - With the awareness, orientation and exploration phases of career development as a background and guide, the individual should be prepared to give more specific direction to preparation efforts.

B. CAREER ORIENTED EDUCATION

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1. SLIDE PRESENTATION

NOTES

Seven Components:

A.

B.

C.

D.

E.

F.

G.

2.

CAREER ORIENTED EDUCATION K-12
PROGRAM COMPONENTS

The Career Oriented approach to education involves an infusion process which incorporates seven (7) basic components, at all grade levels. These components are (1) subject content tie-in; (2) manipulative "hands-on" activities; (3) resource persons; (4) field trips; (5) role playing; (6) guidance; and (7) career information. At all grade levels, these components are concurrent, overlapping and follow no specific sequence when fused into the existing curriculum. Emphasis shifts do occur, however, as the program progresses from the elementary to the secondary level.

At the elementary level the emphasis is on career awareness. "Who am I in relation to these tools, skills and concepts? How do they make me feel about myself?" At the middle school or Junior High School the emphasis is on career orientation and exploration. Students explore the occupational areas in which tools, skills and career concepts are utilized and concern themselves with questions such as, "Who needs these tools, skills and concepts and why?" At the secondary or high school level, the emphasis is on career exploration and preparation. At this level students should begin to become proficient in using the tools, skills and concepts that are appropriate to their individual career goals.

Component One: Subject Content Tie-in

The subject tie-in component provides specifically for: (1) an awareness of the interrelation and interdependence of each subject to careers (K-6); (2) opportunities for students to explore career characteristics by utilizing existing classroom activities in a variety of work settings (7-9); and (3) students to see practical application of academic skills as preparation for employment in the working world (10-12).

a. Why tie-in subject content? (What is it and why have it?)

- (1). To use Career Oriented Education as a vehicle for presenting the on-going curriculum.
- (2). To help provide scope and sequence for career cluster consideration.
- (3). To motivate students by demonstrating the application of subject content concepts and skills in real-life situations.
- (4). To demonstrate the practical application and relevance of specific subject area.

b. How do you tie-in subject content?

- (1). Identify concepts appropriate to topic activities.
- (2). Provide opportunity for application of career concepts:
(It should be noted that the degree of concept application for any given subject area will vary with each topic.)
- (3). Identify specific activities for application.
- (4). Stress the career implications of subject areas.

Component Two: Hands-on Activities

Hands-on activities are manipulative activities which emphasize tools and skills in the following ways: (1) an extension of the self (K-6); (2) as they relate to careers in the work community (7-9); and (3) as they relate to job preparation (10-12).

a. Why hands-on activities? (What are they - What do they accomplish?)

- (1). They provide a variety of learning experiences.
- (2). They provide opportunities for students to apply subject matter skills and concepts.
- (3). They provide opportunities for students to assess self-characteristics.
- (4). They provide simulated work settings and job characteristics.
- (5). They promote involvement of all youngsters in classroom activities.

b. What are hands-on activities?

(1). They are activities involving manipulative skills, tools, equipment, and/or materials, and a cooperative effort.

(2). Suggested activities:

- (a). painting a wall
- (b). hammering nails
- (c). sawing wood
- (d). measuring materials
- (e). drawing plans
- (f). digging a garden plot
- (g). cooking a meal
- (h). weaving rugs
- (i). cutting out a pattern
- (j). planting seedlings
- (k). developing photographs
- (l). wiring a telephone
- (m). printing a paper
- (n). modeling clay

(3). Basic tools utilized:

- (a). hammer
- (b). saw
- (c). ruler
- (d). shovel
- (e). pencil
- (f). pliers
- (g). sandpaper
- (h). paint brush
- (i). level
- (j). compass
- (k). screwdriver
- (l). scissors
- (m). mitre box
- (n). plane

(4). Basic materials utilized:

- (a). paper mache
- (b). refrigerator boxes
- (c). modeling clay
- (d). scrap wood
- (e). nails
- (f). burlap
- (g). yarn
- (h). paint
- (i). cardboard
- (j). jars and cans
- (k). food containers
- (l). fabric scraps
- (m). poster paper
- (n). leaves, flowers

Component Three: Resource Persons

Utilizing resource people in the classroom provides educational experiences for students in the following ways: (1) it enables students to converse with adults as "real" people and enhances the concept that the school, home and community share responsibilities in the educational process (K-6); (2) it presents resource persons as "real" people who can clearly show the application of subject content concepts as well as skills and tools in the work community (7-9); and (3) it gives students opportunities to see resource persons as "real" people capable of providing factual information about job skills, duties, qualifications and opportunities for employment (10-12).

a. Why use resource people?

- (1). They help close the "credibility gap" between the school and community.
- (2). They promote community involvement within the educational process.
- (3). They provide students the opportunity to consider workers' feelings.
- (4). They provide opportunities for students to experience personal interaction with adults.

b. How do you prepare for resource people?

- (1). Prepare the students for interviewing resource persons with such questions as outline under Section B under Field Trips.
- (2). Prepare the resource person for the visit.
 - (a). Establish appropriate time for visit and indicate grade level of students.
 - (b). Inform the resource person of related classroom activities.
- (3). Attend to detail.
 - (a). Provide the resource person directions to the school.
 - (b). Provide suitable presentation space and time for resource person.

c. Then what?

- (1). Follow up with debriefing session.
 - (a). Compare students' expectations with findings.
 - (b). Discuss job characteristics described.
 - (c). Discuss education/training requirements specified.
 - (d). Discuss feelings expressed by resource person.
- (2). Write thank-you letter(s).

d. How do you secure resource people?

- (1). Prepare Community Resource Guide using information obtained from parent and community questionnaire.
- (2). Encourage students to identify and contact desired resource persons.

Component Four: Field Trips

The use of field trips enables teachers to provide educational experiences for their students in the following ways: (1) field trips help to present the vast array of possibilities and characteristics of jobs and assist students in becoming aware of the work ethic (K-6); (2) they increase student awareness and provide opportunities for orientation, exploration and participation in different career settings (7-9); and (3) they expose students to specific occupational areas, different levels of job preparation skills and occupational opportunities (10-12).

a. Why take field trips?

- (1). They demonstrate the interrelation of the school and the community.
- (2). They promote community involvement within the educational process.
- (3). They provide an opportunity for students to see "real" people using classroom subject content, skills and concepts, work roles.
- (4). They provide an opportunity for students to "feel" work settings.
- (5). They provide the opportunity for students to consider "workers'" feelings.

b. How do you prepare for field trips?

- (1). Prepare the students for interviewing.
 - (a). Have them practice interviewing workers.
 - (1a). What are the duties of your job?
 - (2a). What tools or materials do you use?
 - (3a). Do you work in the same place or do you move around?
 - (4a). What kind of education/training is required for your job?
 - (5a). Do you work alone or with other people?
 - (6a). How did you find out about your job?
 - (7a). Is your job dangerous?
 - (8a). How does your work affect your life-style?
 - (9a). Do you like your job?
 - (10a). Is there anything you don't like about it?

- (b). Have students discuss, in a group guidance setting, their expectations and preconceived ideas about the site visitation.
- (2). Prepare the community for the visit.
 - (a). Establish appropriate time for trip and indicate number of students in group and age level.
 - (b). Inform the site of related classroom activities.
- (3). Attend to details.
 - (a). Secure parental and administrative permission.
 - (b). Arrange transportation.

c. Then what?

- (1). Follow up with debriefing session.
 - (a). Compare students' expectations with findings.
 - (b). Discuss job characteristics observed.
 - (c). Identify tools and equipment observed.
 - (d). Summarize education/training requirements.
 - (e). Identify subject matter applications observed.
 - (f). Relate student self-characteristics to occupational characteristics observed.
- (2). Write thank you letter(s) to the site.
- (3). Role play occupations observed.
- (4). Write reports pertaining to the trip.

Component Five: Role Playing

The purposes of utilizing role playing activities in the classroom are to: (1) stress feelings of involvement in the cooperative effort and to emphasize the contributions of individual jobs as they relate to the whole (K-6); (2) stress experiences in work simulation activities and explore the duties, benefits, and other aspects of various work settings (7-9); and (3) place emphasis on preparation through the utilization of subject content skills in simulated or actual work settings (10-12).

a. Why role playing?

- (1). To provide opportunities for social interaction and decision making.
- (2). To promote involvement of all students.
- (3). To promote the assessment of individual contributions and feelings about roles played.
- (4). To provide opportunity for students to experience work role characteristics.

b. What are role playing activities?

- (1). They are activities in which students: participate in simulated work situations; utilize occupational characteristics; and experience a number of work roles.

(2). Such as:

- (a). Designing a chair
- (b). Serving a meal
- (c). Caring for animals
- (d). Writing a newspaper
- (e). Producing a play
- (f). Constructing a model city
- (g). Selling a service
- (h). Assembling a product
- (i). Interviewing a client
- (j). "X-raying" a patient

c. How do you prepare for role playing?

- (1). Identify and research occupations prior to the role playing.
- (2). Encourage students to consider a variety of roles.

d. Then what? (Group guidance activities)

- (1). Discuss feelings experienced as the result of role playing activities.
- (2). Encourage students to verbalize their reactions to the role playing.
- (3). Encourage students to assess their likes, dislikes, strengths, and weaknesses in relation to the role playing activities.

Component Six: Guidance

Career guidance is a continuous, sequential, and developmental process which should be available to all students on a regular basis. Career guidance is an integral part of the Career Oriented Education Program and all guidance activities should be based upon the needs, abilities, interests and potentials of individual students. Basically guidance activities should provide for: (1) student awareness of themselves and others in relation to the world around them; (2) effective utilization of career information; (3) opportunities for individuals to make realistic career choices; and (4) the development of effective decision making skills. The career guidance activities are tied in very closely to the other career oriented education components and tend to enhance rather than supplant them. Counselors are an invaluable resource to teachers in planning and developing career guidance activities.

Some examples of career guidance activities:

- Have students develop a personal resumé with one section devoted to a listing of items that would be of major importance to an employer.
- Utilizing group process have students discuss self-concept and explore personal characteristics.

- Have students name some occupations that require special types of personalities.
- Have students develop and discuss decisions that are involved with individual career choices.
- Role play situations that involve and illustrate strong and weak task commitments.
- Have students use puzzles, games and work simulation exercises to develop decision making skills.
- Using group process have students discuss various problem oriented situations involving: conflicts between workers, worker and job stereotyping, leisure time activities, career implications of various subject areas, career decisions involving different age groups, job satisfaction, etc.
- Have students study career charts that relate careers, training and subject content.
- Have students do case studies of different workers.
- Have students discuss the relationship of course selection to career goals.
- Have students compile a vocabulary listing that describes desirable work habits.
- Have students prepare slide/tape presentations that describe various jobs in the community.
- Using various multi-media kits such as the DUSO, Focus on Self Development, or Toward Affective Development, involve students in activities appropriate to the topic they are studying.
- Have students list as many jobs as they can that a particular subject would prepare them for.
- Have students play a career "What's My Line" game.

Component Seven: Career Information

The purpose of the career information component is to provide first hand knowledge about specific jobs and career fields (job conditions, job characteristics, necessary attitudes, etc.) to students. As this information is presented in the classroom, it is broken into different levels of emphasis:

Elementary (K-6) - Awareness Level (emphasis is to assist students in acquiring work values)

Junior High (7-9) - Orientation and Exploration Level (job experiences, general exploration and a lot of hands-on activities)

High School (10-12) - Exploration and Preparation Level (emphasis is on exploration and preparation in selected careers)

a. Why career awareness? (Information)

- (1). It provides alternatives (occupational, educational, social and personal) for student consideration.
- (2). It closes the "credibility gap" between the educational process and the "real world."
- (3). It allows them to see the contribution of the educational process to the community's welfare.

b. How do you incorporate occupational or career information?

(1). Through such activities as:

- (a). Hands-on activities
- (b). Role playing activities
- (c). Field trips
- (d). Resource people
- (e). Subject content tie-ins
- (f). Individual research
- (g). Career guidance programs

(2). Using work resources as:

- (a). Occupational Outlook Handbook
- (b). Dictionary of Occupational Titles
- (c). occupational briefs
- (d). films and filmstrips
- (e). cassette tapes
- (f). governmental publications
- (g). library books
- (h). magazines and newspapers
- (i). group guidance sessions utilizing resources like those listed above

c. So that?

- (1). Students can be aware of the vast array of opportunities within the community.
- (2). Students can explore - first, broadly, then in depth, such opportunities.
- (3). Students can, based upon self-awareness, experience and exposure, choose from among the many opportunities available.

CAREER EDUCATION:

FUNCTIONS AS A PART OF THE EXISTING CURRICULUM

IS NOT SEPARATE OR AN ADD ON

IS A VEHICLE FOR PRESENTING THE EXISTING CURRICULUM

PROMOTES STUDENT ASSESSMENT OF PERSONAL CHARACTERISTICS WHICH CAN BE LINKED TO CAREERS

BROADENS THE STUDENT'S KNOWLEDGE OF THE WORKING WORLD

INTRODUCES THE ECONOMIC AND SOCIAL VALUES OF WORK TO STUDENTS

PROVIDES OPPORTUNITIES FOR PRACTICE IN DECISION MAKING

PROMOTES LEARNING BY DOING

HELPS TO BRIDGE THE GAP BETWEEN THE SCHOOL AND COMMUNITY

DEMONSTRATES THE INTERRELATIONSHIPS OF THE ACADEMIC DISCIPLINES

DEMONSTRATES THE PRACTICAL APPLICATION OF SUBJECT CONTENT

PROMOTES STUDENT INTERACTION WITH ADULTS

C. OCCUPATIONAL RESOURCES

1. EDUCATION SERVICE CENTER - REGION XVII
MATERIALS AND RESOURCES.....Page 23
2. OCCUPATIONAL OUTLOOK HANDBOOK..... Page 27
3. OCCUPATIONS RELATED TO INTEREST AND
ABILITY IN SUBJECT AREAS..... Page 28
4. BULLETIN BOARD IDEAS FOR CAREER
EDUCATION.....Page 43

1. EDUCATION SERVICE CENTER - REGION XVII MATERIALS AND RESOURCES.

As you begin to infuse career education concepts into the curriculum, you will have a need for a variety of instructional materials. Many of these probably can be found in your own school. The Region XVII Education Service Center has a variety of services that can be of help to you. A brief description of each is as follows:

- a. Media Division - Basically this division contains sixteen millimeter films, transparencies and audio tapes. A catalog of those materials should be available in your school. In addition to the materials, members of the media staff can assist you in producing a variety of instructional materials.
- b. Guidance Library - The Guidance Library is a resource center and materials lending library for public school educators in Region XVII. The library contains materials and resources in five (5) areas:

- Guidance
- Career Education
- Drug Education
- Vocational Education
- Adult Education

Region XVII public school educators are encouraged to borrow materials from the library for the purpose of determining which materials can be used effectively in classroom situations. Resources and materials in the five areas are divided into five (5) sections:

- Section 1 - Professional Books
- Section 2 - Resource Documents
- Section 3 - State and Federal Publications
- Section 4 - Materials
- Section 5 - Assessment

Each of these sections contains a number of items which can be of use in planning and implementing career development experiences for your students. For example: The items in Section 2 contain several hundred titles of materials which have been developed by teachers in career education programs from many geographical areas of the country. Section 4 contains many types of books, filmstrips and kits which can be used in the classroom.

- c. ERIC Library - The Region XVII Education Service Center has a comprehensive collection of documents in the Educational Resources Information Center (ERIC) system. The following is a brief description of this system.

(1). What is ERIC?

ERIC is a national information system dedicated to the progress of education through the dissemination of educational research results, research-related materials, and other resource information that can be used in developing more effective educational programs. Through a network of specialized centers or clearinghouses, each of which is

C

responsible for a particular educational area, the information is monitored, acquired, evaluated, abstracted, indexed, and listed in ERIC reference products. These reference publications thus provide access to reports of innovative programs and the most significant efforts in educational research, both current and historical.

Further, each clearinghouse generates newsletters, bulletins, bibliographies, research reviews, and interpretive studies on educational subjects to satisfy the needs of the educational area it serves.

(2). What Does ERIC Do?

ERIC:

- (a). collects, stores, and disseminates information on education,
- (b). furnishes copies of educational documents at nominal cost,
- (c). prepares bibliographies and research reviews on critical topics in education, and
- (d). coordinates the efforts of decentralized information centers throughout the country.

(3). Who Can Use ERIC? How Can It Serve Them?

School Administrators -

- To identify new and significant educational developments
- To apply new management tools and practices to the local situation
- To base budget estimates on the latest research data

Teachers -

- To obtain the latest information on preservice and inservice training
- To learn about new classroom techniques and materials
- To discover "how-to-do-it" projects for personal and professional development

Researchers

- To keep up-to-date on research in their field of interest
- To avoid duplication of research efforts
- To obtain full-text documents on research

- Information Specialists -
- To compile bibliographies on specific educational topics
 - To search ERIC publications for answers to inquiries
 - To locate and order documents for local information centers

- Professional Organizations -
- To assist members in keeping abreast of research in a specific area of education
 - To inform members of significant developments or documents in peripheral or related areas of education
 - To keep members up-to-date on information systems

- Graduate and Undergraduate Students -
- To gain access to the latest information for preparing term papers, theses, and dissertations
 - To obtain information on career development in education
 - To build a personalized, low-cost library on education

A feature of the ERIC library which may be of use to you is the Computerized ERIC Search System. Generally this feature can permit a review of many hundreds of documents in a wide variety of curriculum topics and areas. The ERIC library and the search system are maintained by the Division of Planning, Evaluation and Research at the Region XVII Education Service Center. Additional information regarding the use of ERIC can be obtained from that division.

d. S.E.I.M.C.

The Special Education Instructional Material Center is a resource area for the educator working with special children. Teachers working with any identified child in Special Education are encouraged to borrow materials from the Center for use in the classroom. Through use of the material from the S.E.I.M.C. it is hoped that an effective evaluation can be made so that materials purchased by your school are those that you have found to be of the greatest value in the classroom.

Materials in the center cover a variety of areas which are divided into the following sections and codings:

- 62 Language Arts
- 63 Social Studies
- 64 Health, Safety, Physical Education
- 65 Mathematics
- 66 Vocational Education and Guidance
- 67 Arts

- C
- 68 Perceptual and Motor Development
 - 69 Science
 - 01 Test Materials
 - 06 Curriculum Guides
 - 07 Professional Books

A catalog of materials is available. Members of the S.E.I.M.C. staff can assist you in identifying, locating and obtaining materials which can be useful in the classroom.

2. OCCUPATIONAL OUTLOOK HANDBOOK

The Occupational Outlook Handbook is intended to provide the individual with information about occupations and to assist him with his career decisions. It is a bound volume of occupational briefs providing pertinent information concerning occupations in which over 75 percent of all workers in the United States are engaged. Descriptions include the nature of the job, location of employment, training and other qualifications required, employment outlook, earnings and working conditions, and where additional information may be obtained.

The Handbook service includes:

- a. reprints of individual occupations which permit filing by occupation in each counselor's office as well as in the library, and
- b. supplementary charts illustrating occupational trends and guidance principles and concepts.

The primary contribution of the Occupational Outlook Handbook is in the field of career guidance and educational planning. The Handbook and related materials can be used not only with students but also with parents in helping them counsel their children.

U. S. Department of Labor
Bureau of Labor Statistics
1100 Commerce Street, Room 6-BO7
Dallas, Texas 75202

Your order must be accompanied by a remittance in cash, check or money order made payable to the Superintendent of Documents.

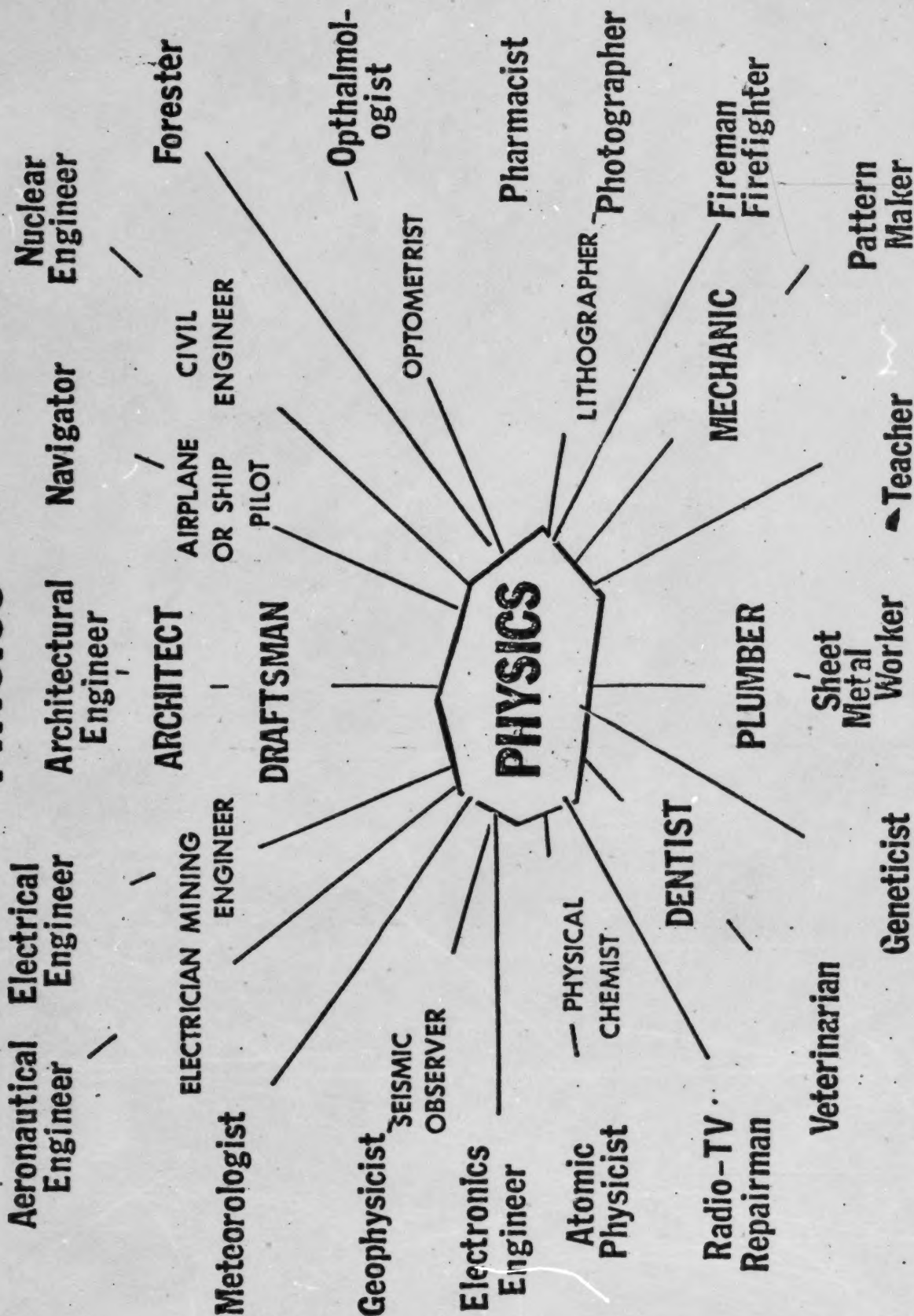
Price: \$6.85

3.

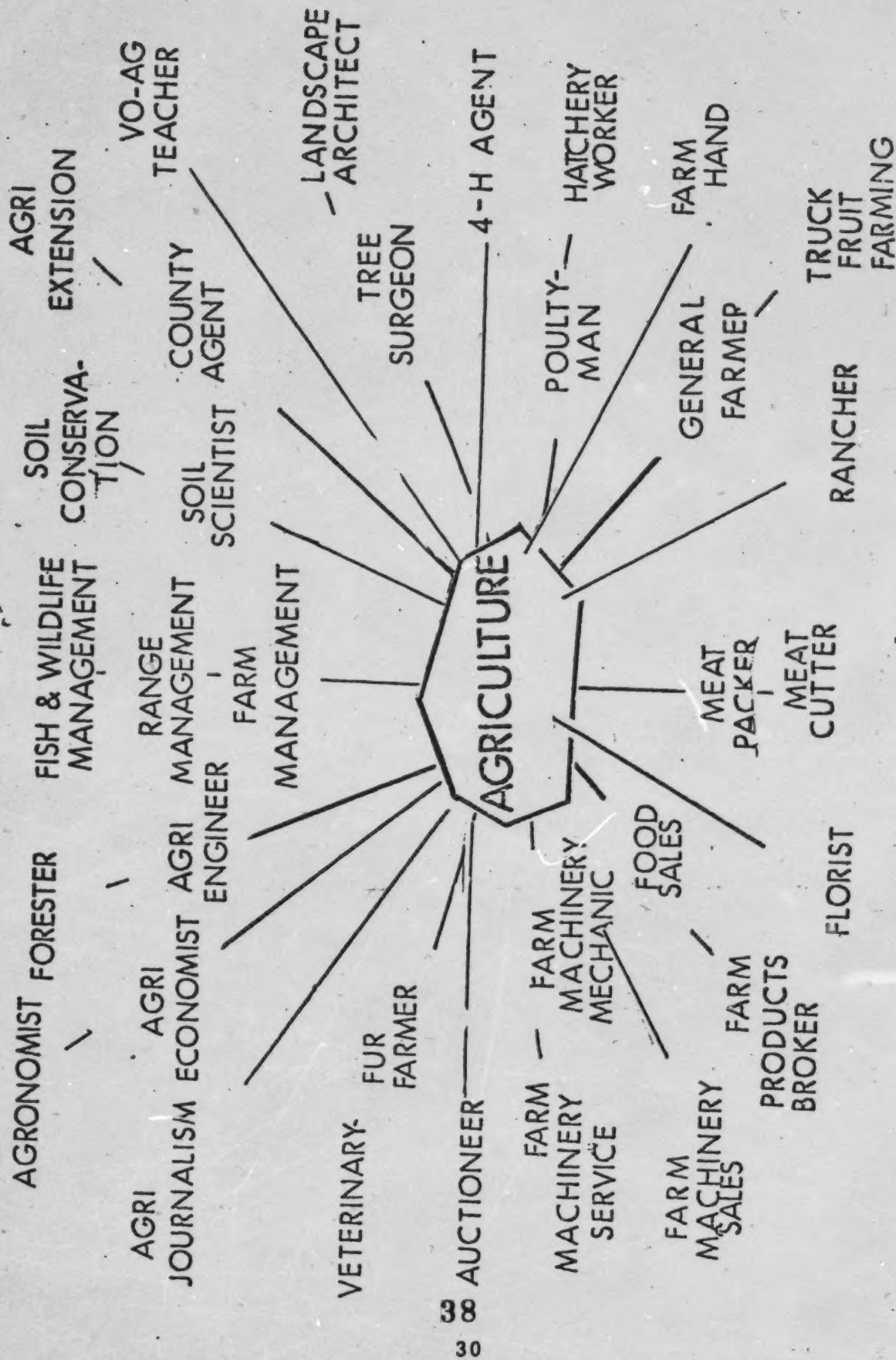
OCCUPATIONS RELATED TO INTEREST AND ABILITY IN SUBJECT AREAS

Some Occupations Related to Interest and Ability in

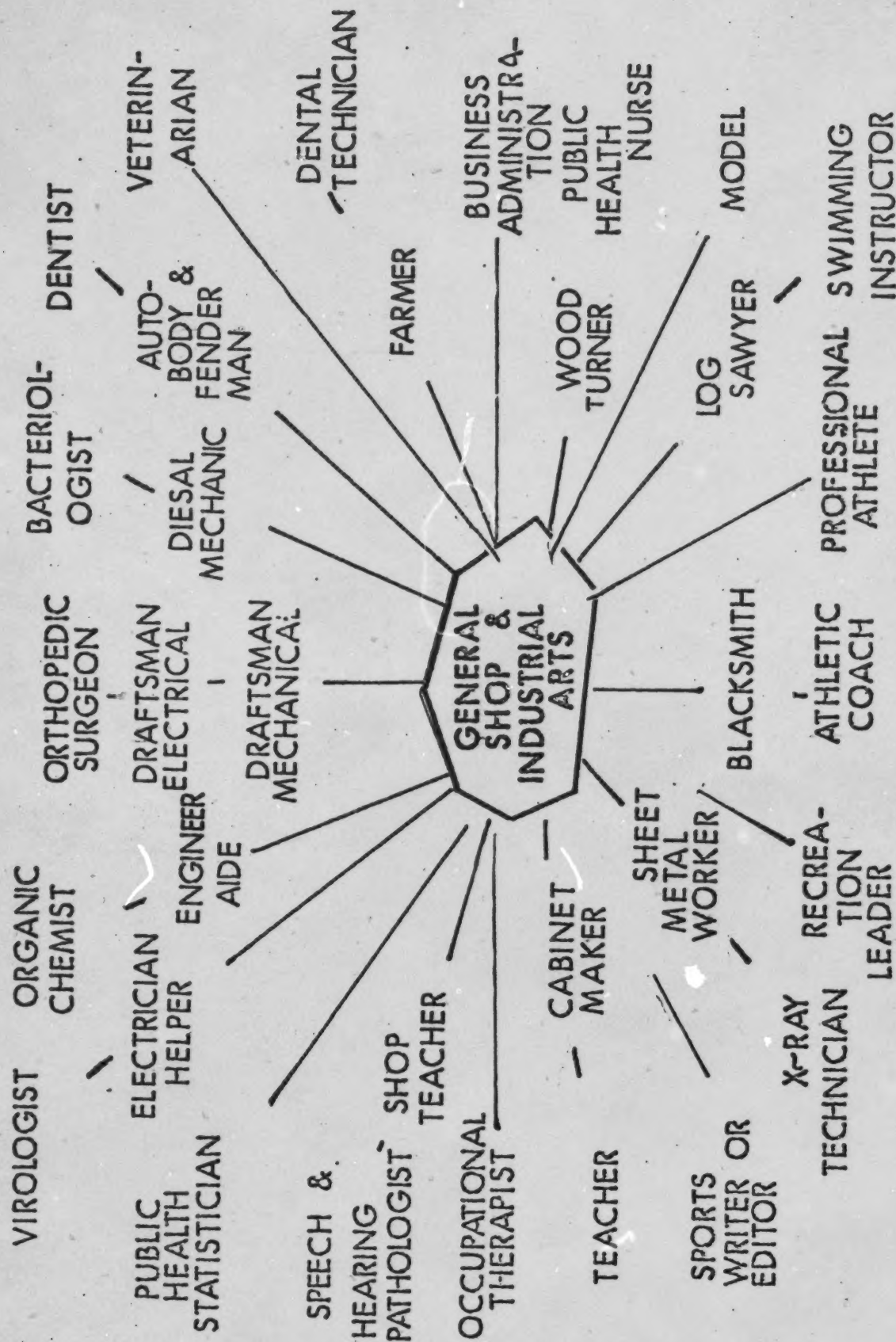
PHYSICS



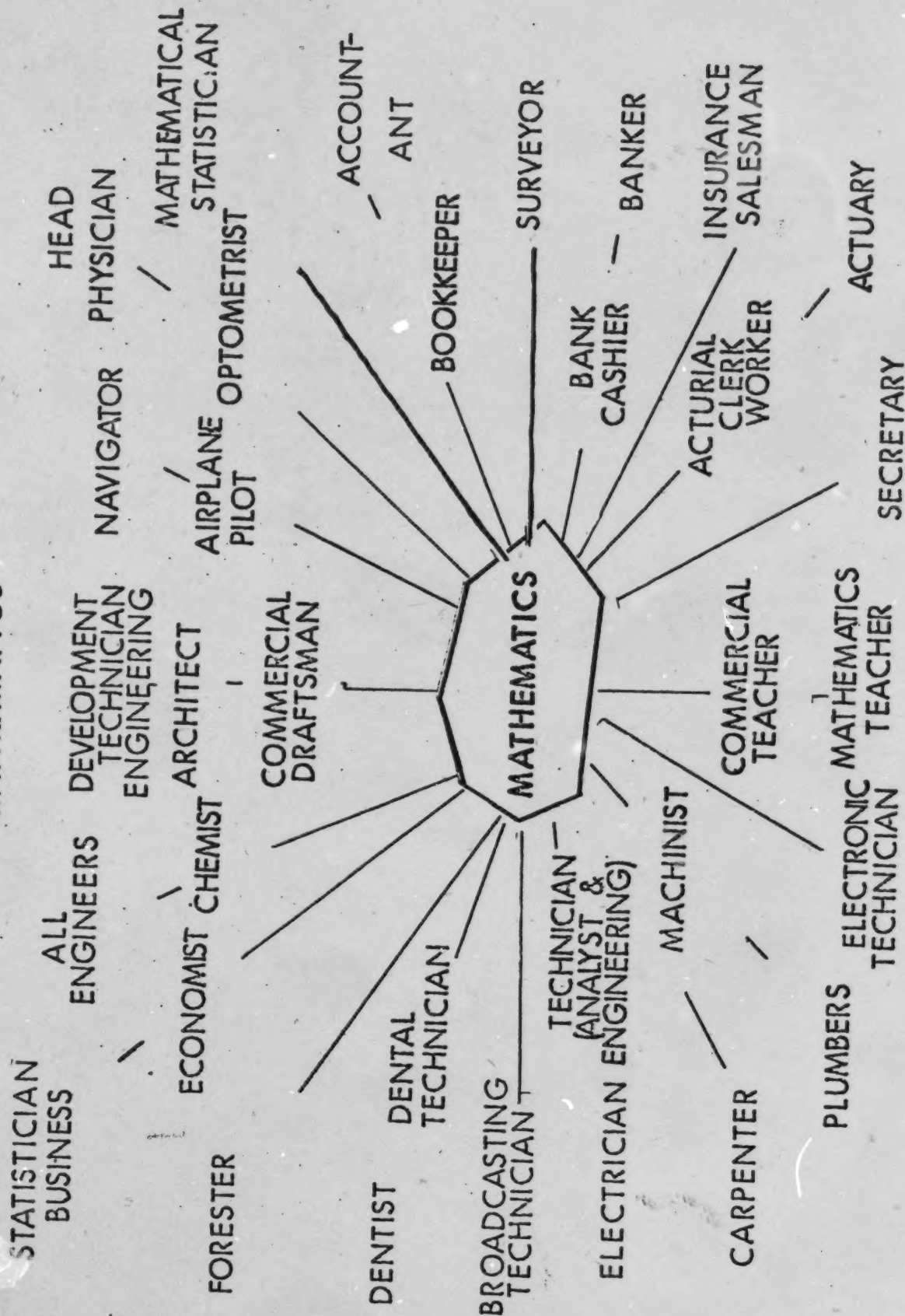
Some Occupations Related to Interest & Ability in Agriculture



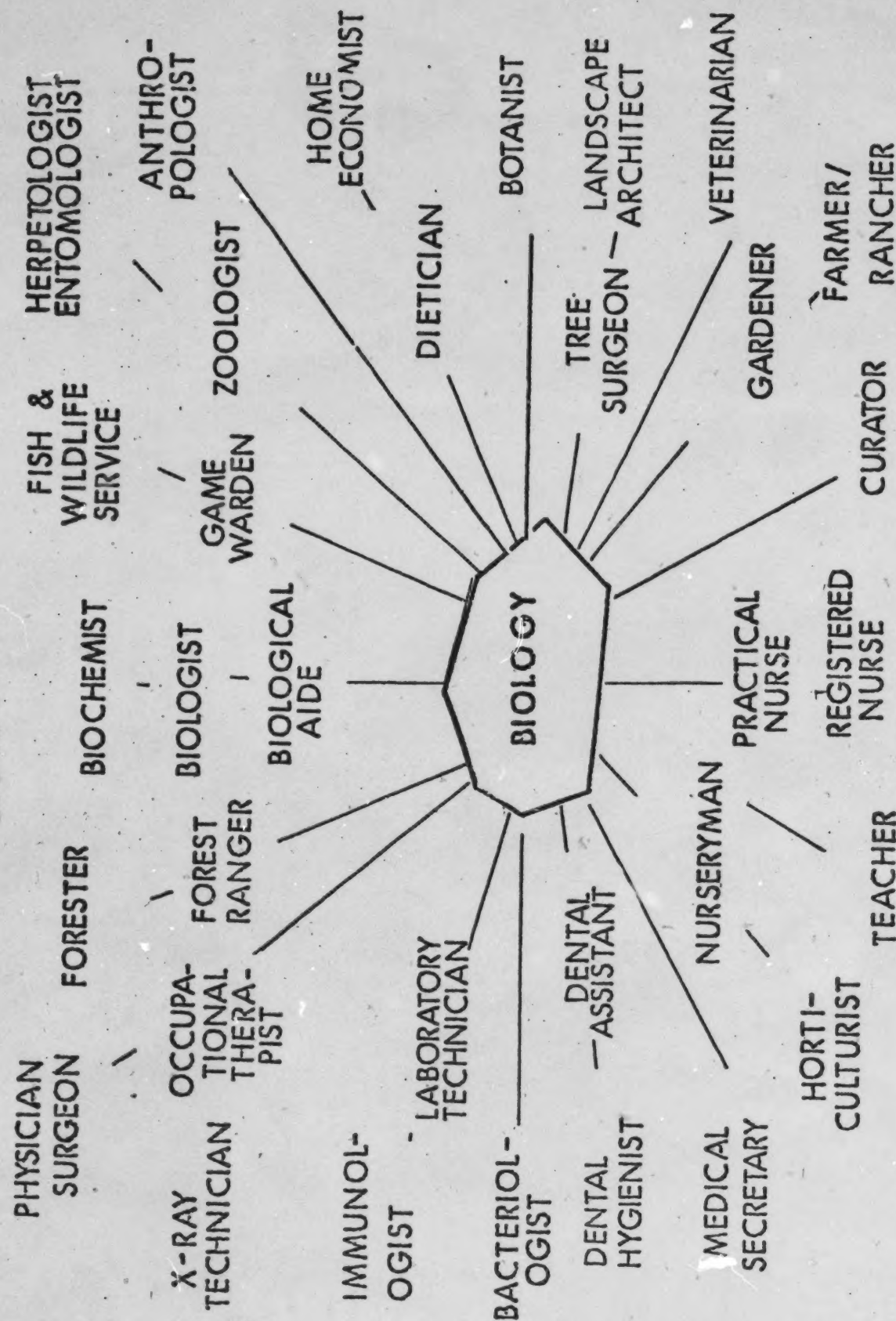
Some Occupations Related to Interest & Ability in GENERAL SHOP & INDUSTRIAL ARTS



Some Occupations Related to Interest & Ability in MATHEMATICS

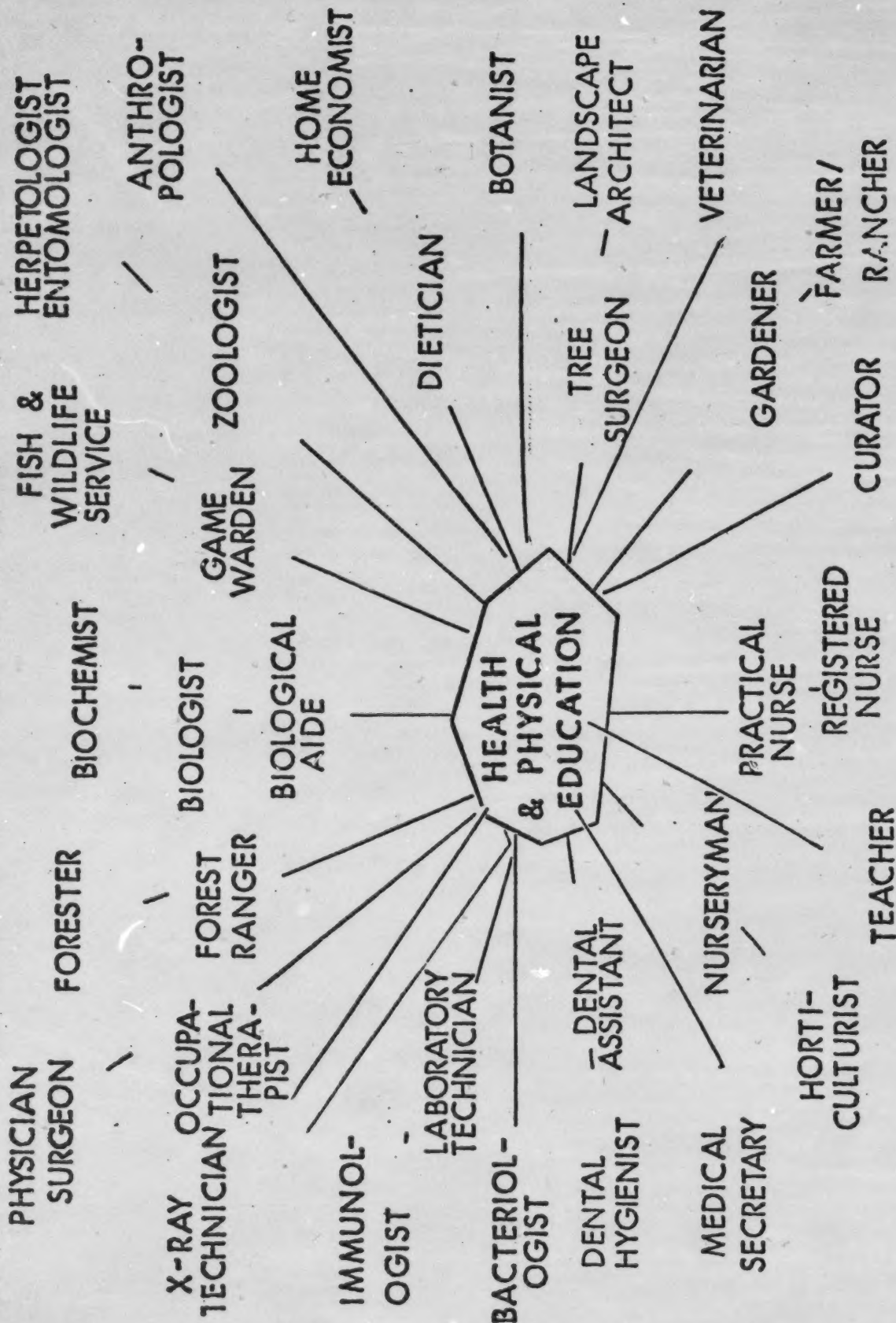


Some Occupations Related to Interest & Ability in BIOLOGY



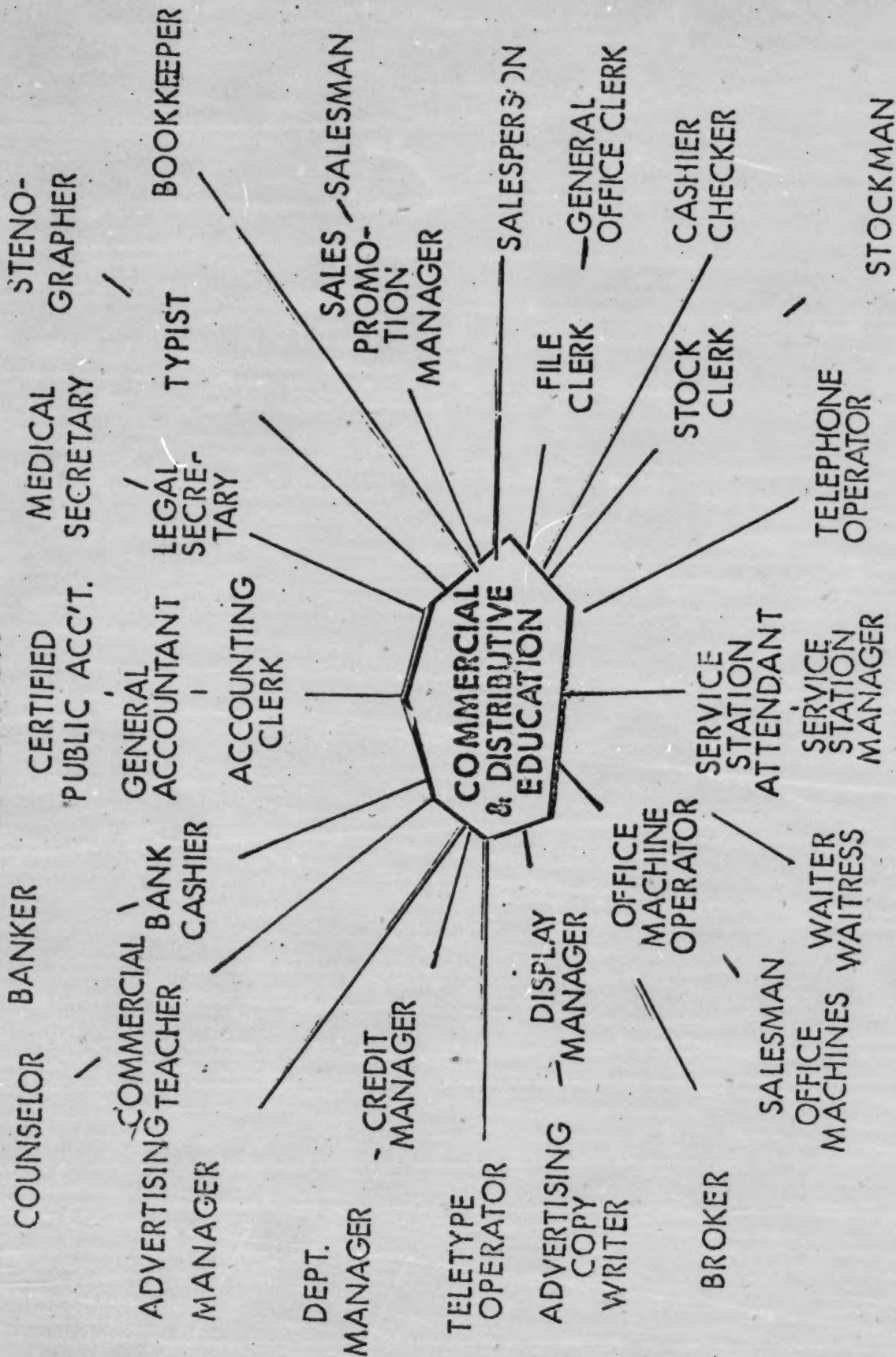
5

Some Occupations Related to Interest & Ability in HEALTH & PHYSICAL EDUCATION



Some Occupations Related to Interest & Ability in BUSINESS TRAINING & DISTRIBUTIVE

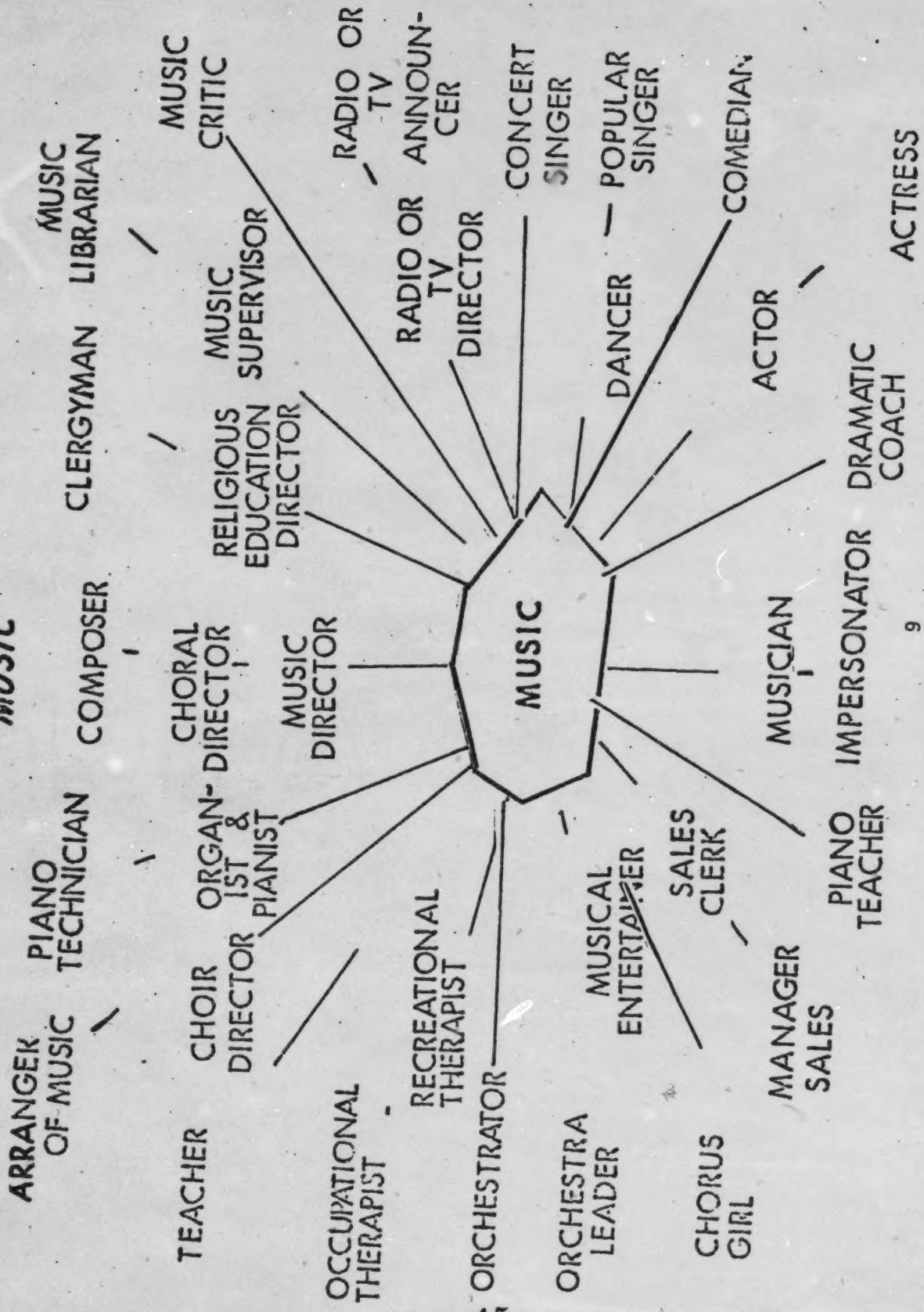
EDUCATION



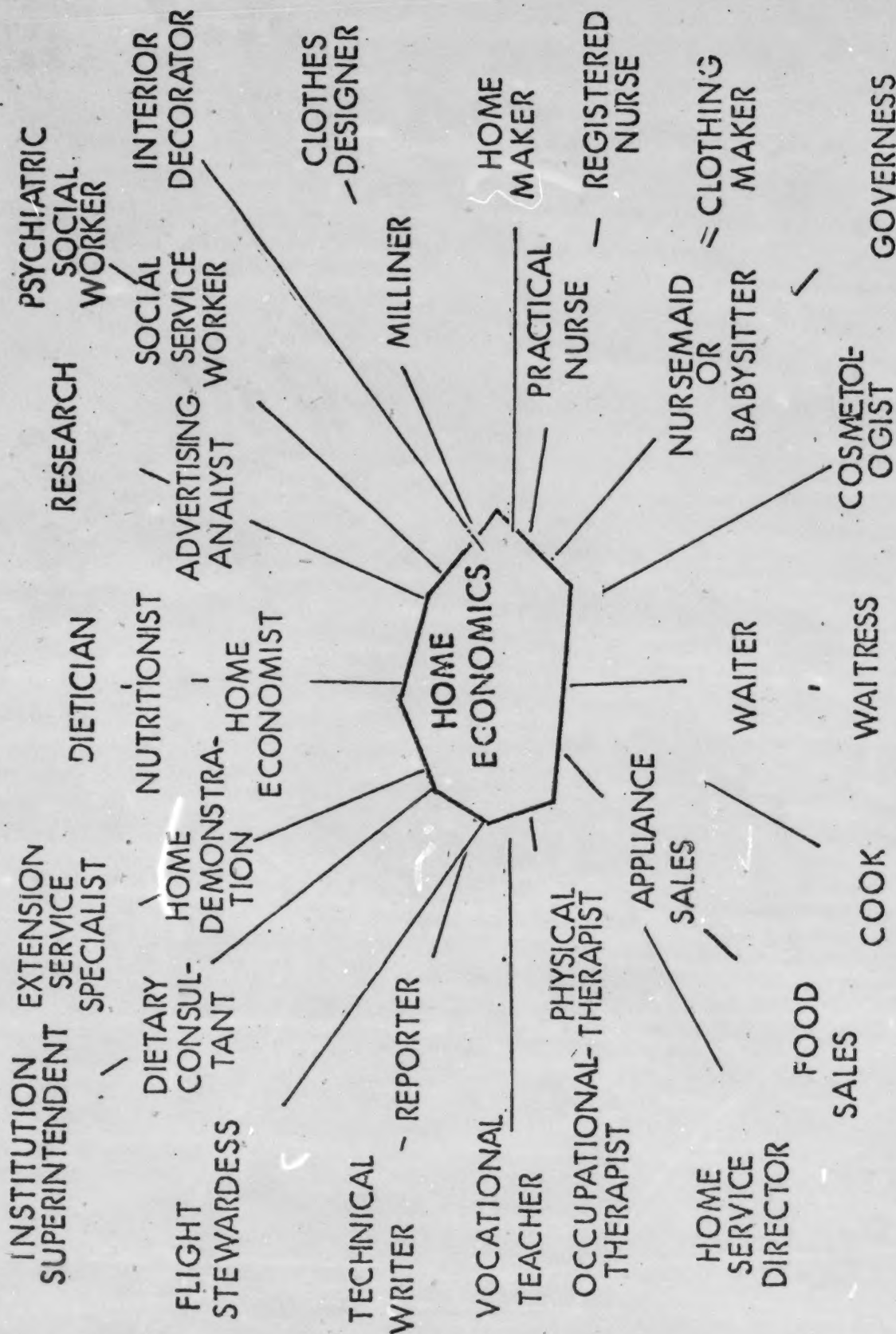
C



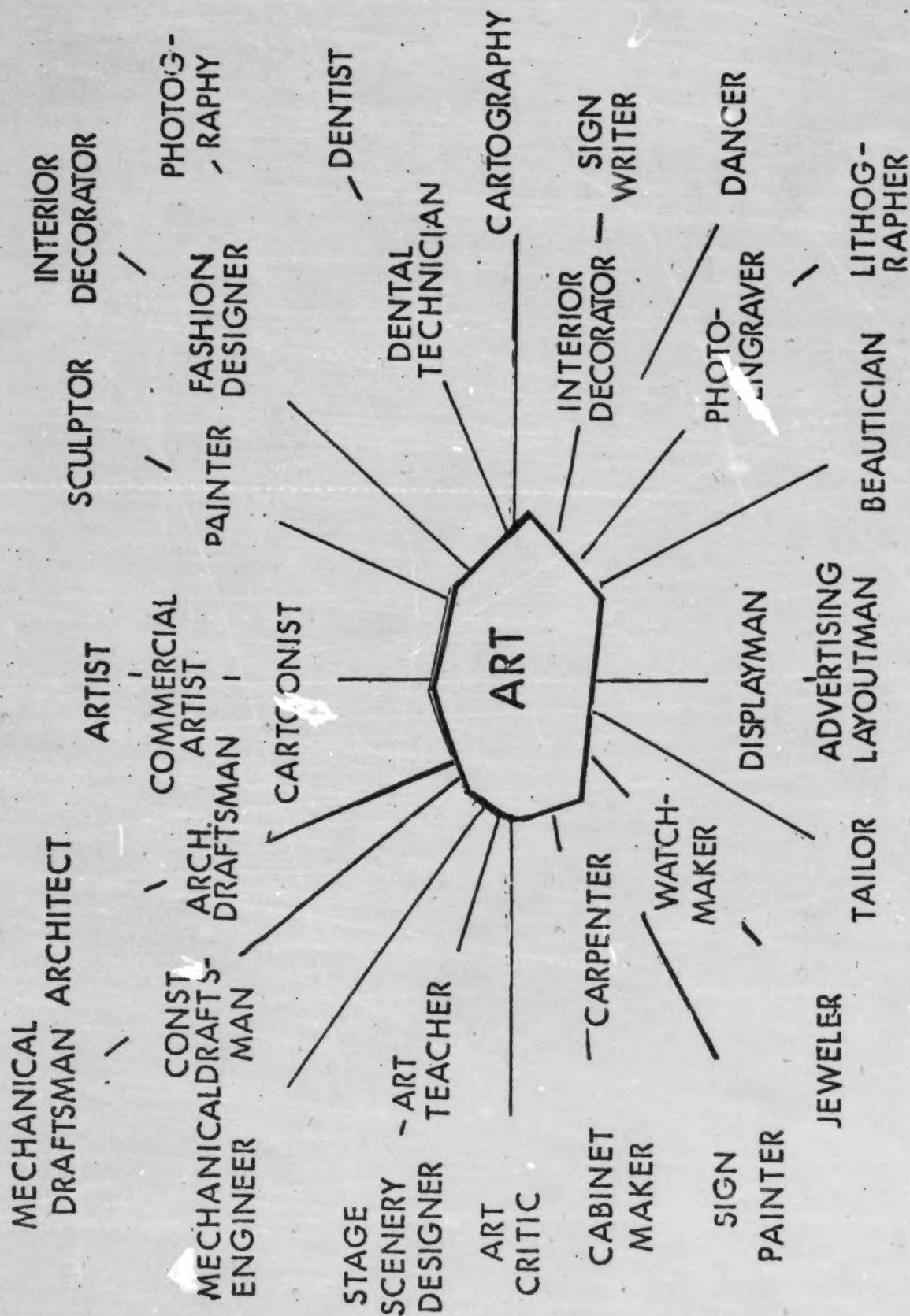
Some Occupations Related to Interest & Ability in MUSIC



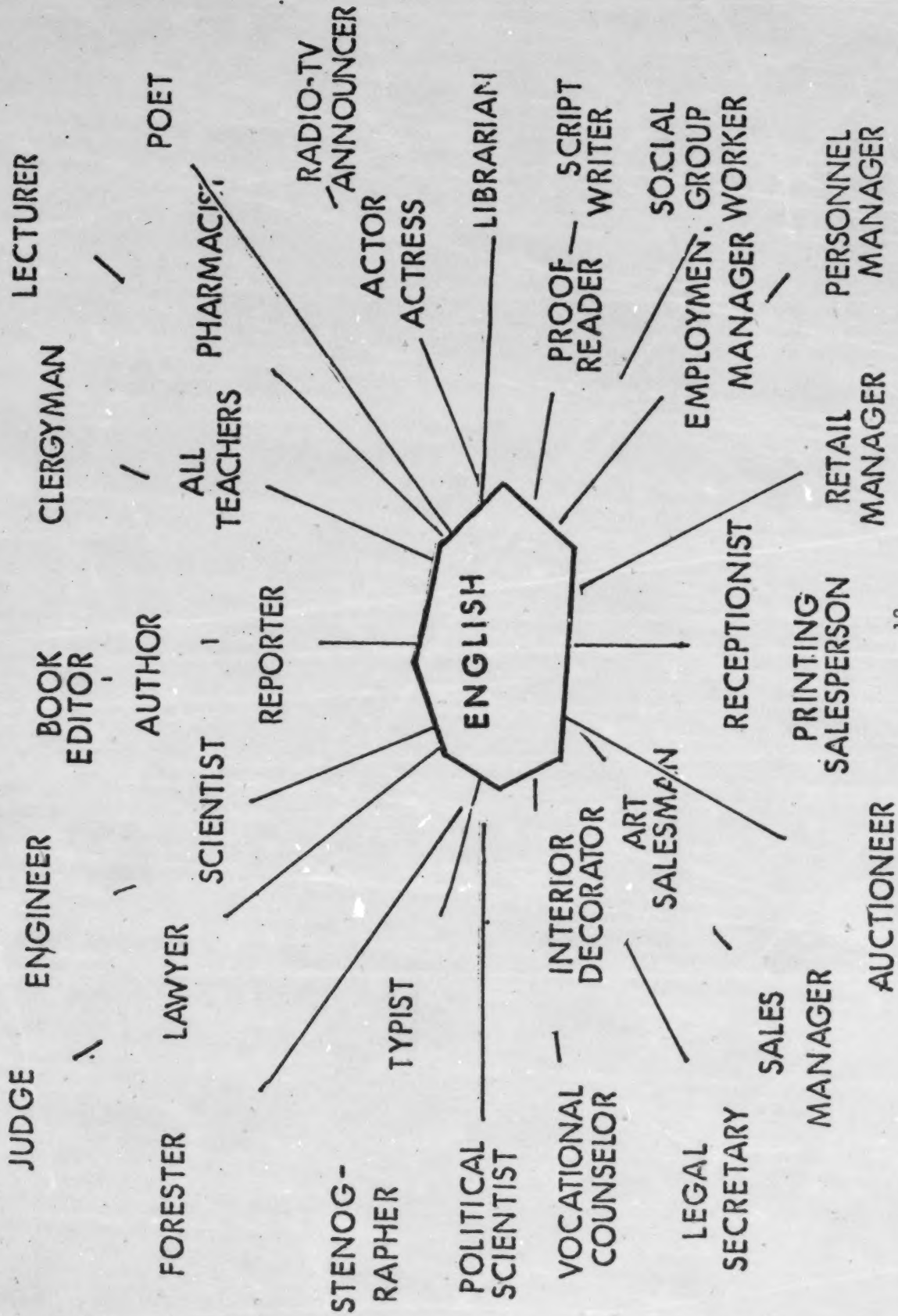
Some Occupations Related to Interest & Ability in HOME ECONOMICS



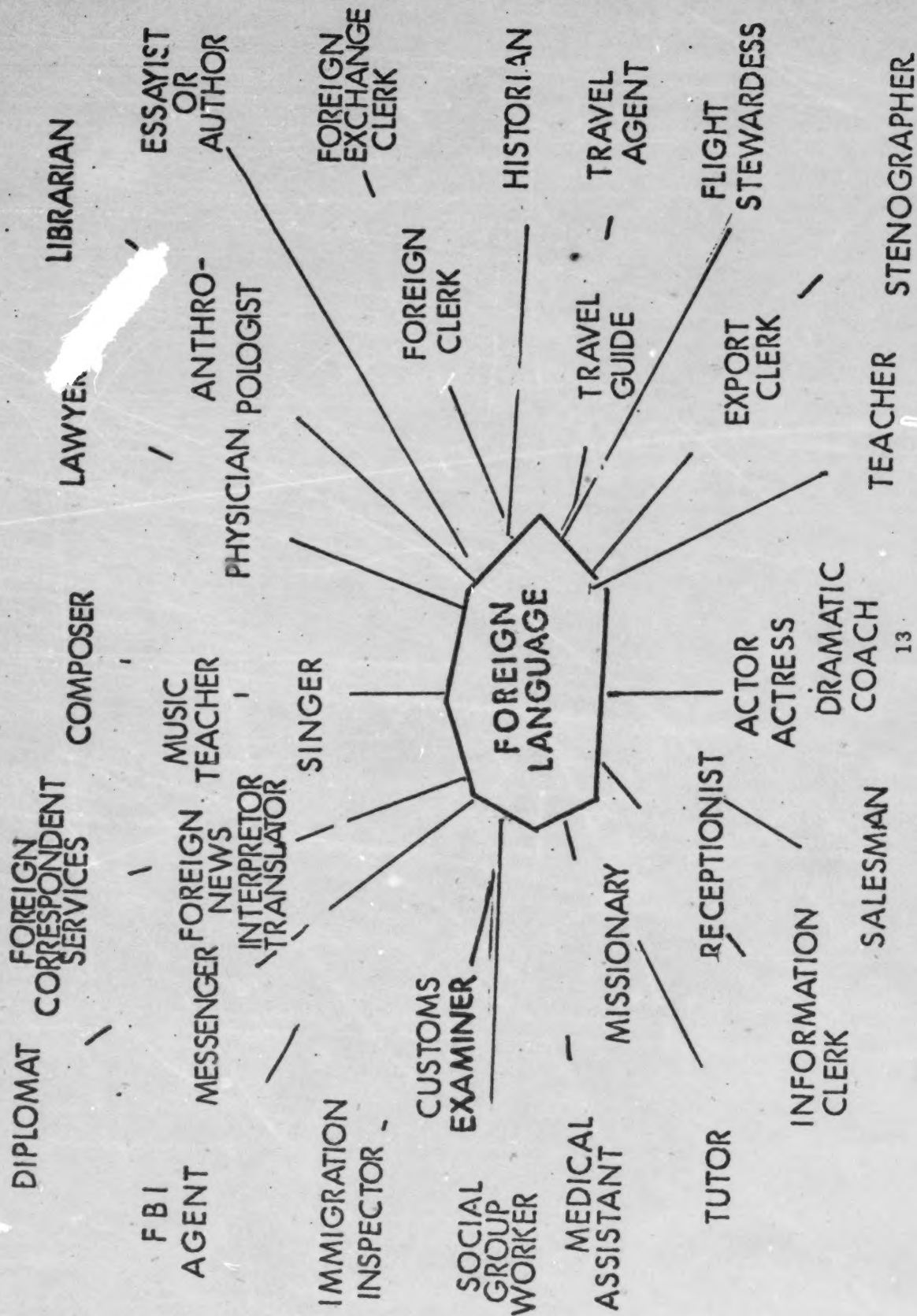
Some Occupations Related to Interest & Ability in ART



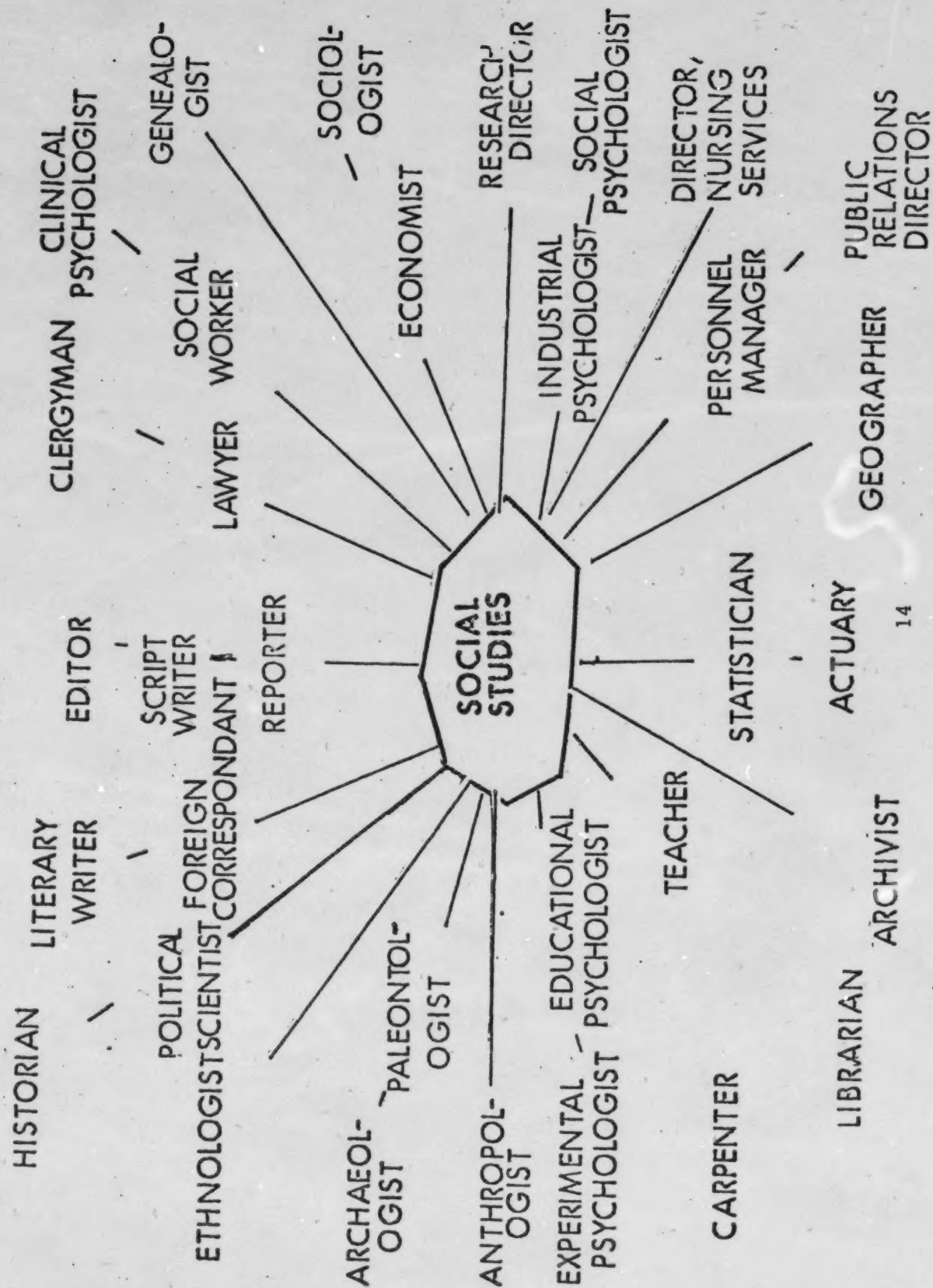
Some Occupations Related to Interest & Ability in ENGLISH



Some Occupations Related to Interest & Ability in FOREIGN LANGUAGE



Some Occupations Related to Interest & Ability in SOCIAL STUDIES



4.

BULLETIN BOARD

IDEAS

FOR



CAREER EDUCATION

COLLECTED AND ILLUSTRATED

BY

LAVERNE KUFEN

51

43

GUIDANCE SERVICES



G2TF

Copy 2

INTRODUCTION

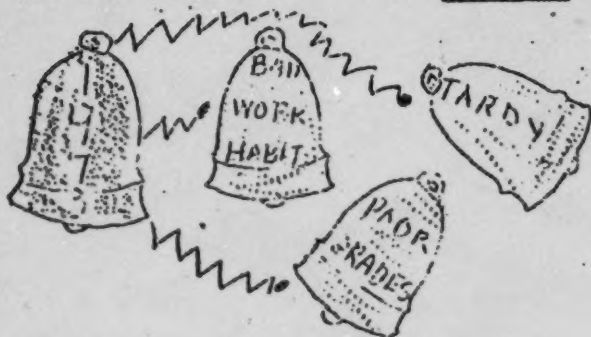
Classroom teachers in Arkansas practicing the concept of career education have found that an ideal springboard to infuse the world of work into their regular curriculum has been to use various entities of bulletin boards or wall ideas. Motivation of students towards the subject areas is apparent as they discover the relevance of their lesson as it ties in with future careers.

Mrs. LaVerne Kuehn, who is responsible for collecting and illustrating this booklet of bulletin board ideas, is currently Coordinator of Career Awareness at Oak Grove Elementary School in the Pulaski County School District. A career education project in grades 1-12 was initiated in the district during the 1972-73 school year, using exemplary funds conducted under Part D of Public Law 90-576.

The teachers of Arkansas are indebted to Mrs. Kuehn for the time-consuming effort of collecting and illustrating the following bulletin board ideas.

James Dasher
James Dasher, Specialist
Exemplary Programs
Department of Education

RING OUT THE OLD



RING IN THE NEW

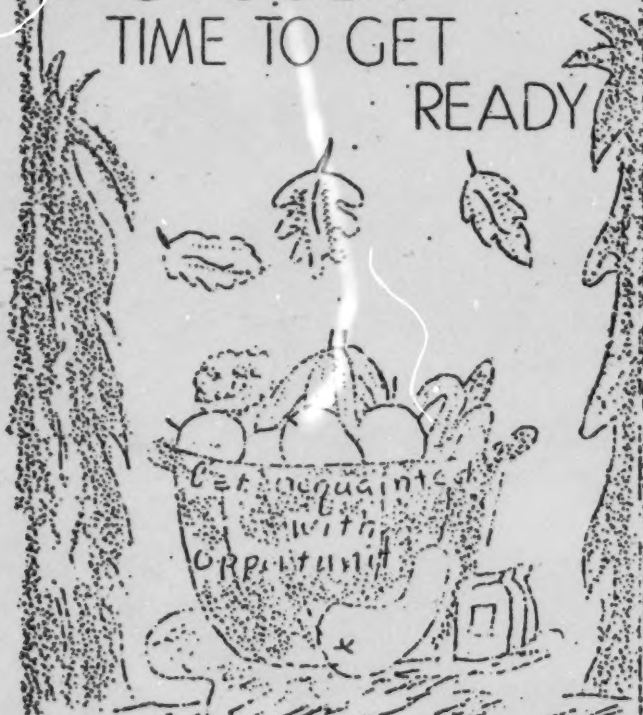


IT'S A NEW
YEAR...



DIG IN!

OCTOBER
TIME TO GET
READY



FOR THE FUTURE

THERE'S A JOB
FOR YOU



WOULD YOU



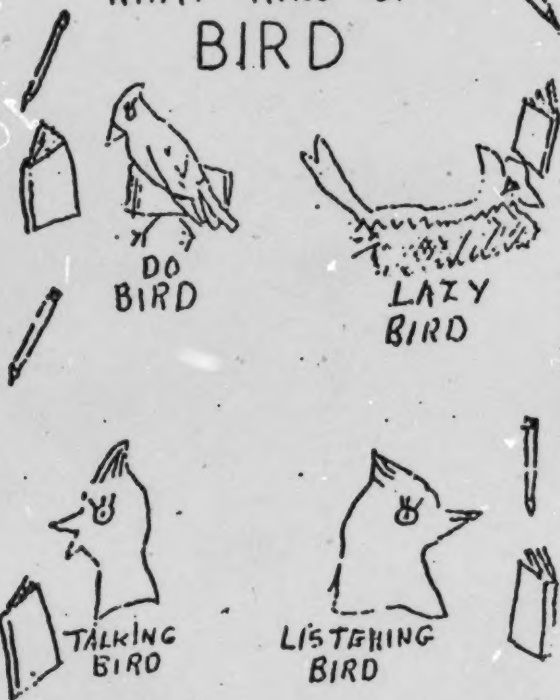
PASS INSPECTION?

KEEP ON THE



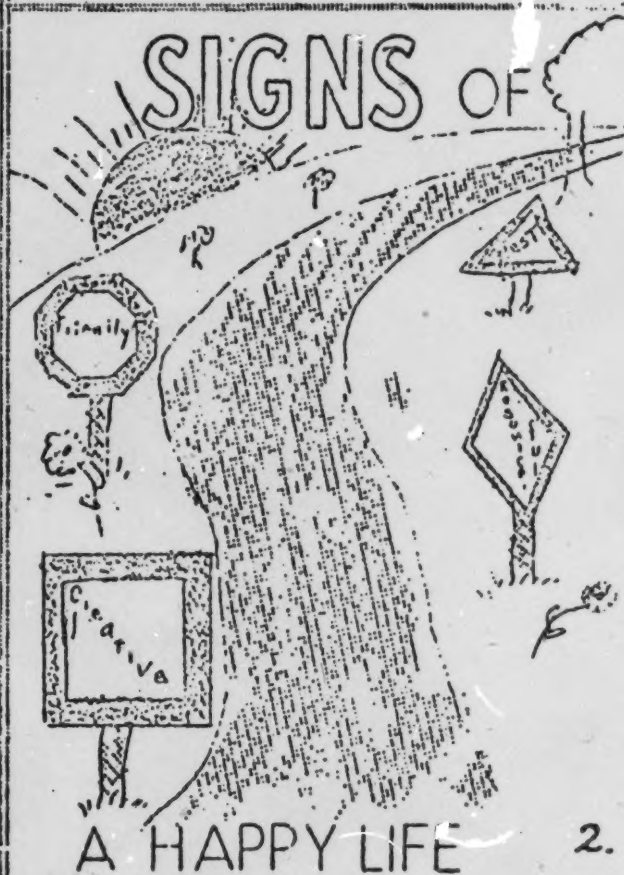
RIGHT LINE

WHAT KIND OF
BIRD



WILL YOU BE THIS
YEAR?

SIGNS OF



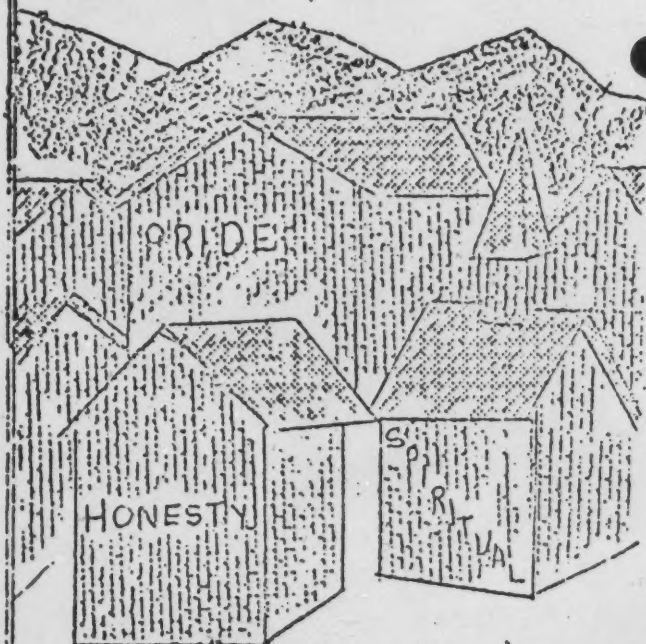
A HAPPY LIFE

IT TAKES GREAT
WORKERS TO MAKE



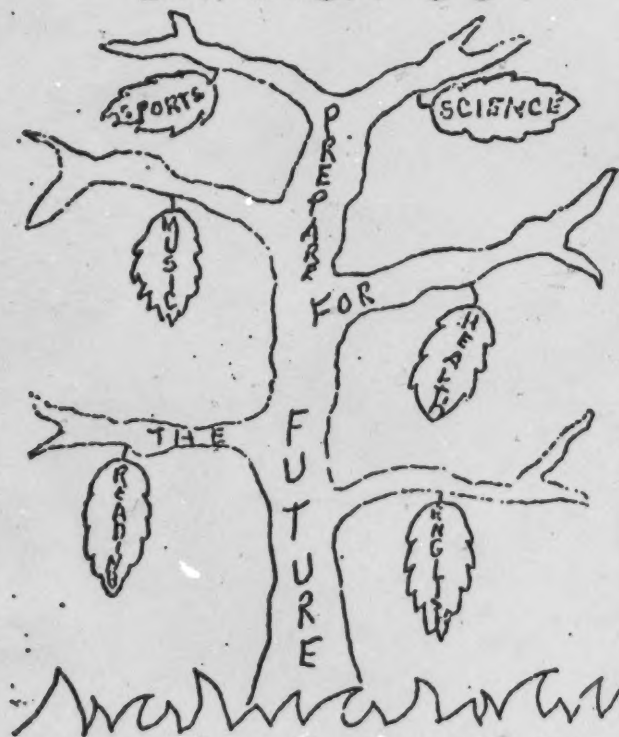
A GREAT NATION

BUILDING-BLOCKS



OF OUR COMMUNITY

BRANCH OUT



IN 1973

55

PUT YOUR BEST



FOOT FORWARD

3.

SCIENCE



YOUR
WORLD & WORK

A CRP OF FACTS



ABOUT THE FUTURE

USE YOUR HORSE-SENSE

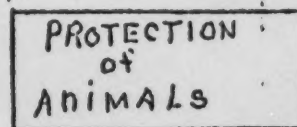
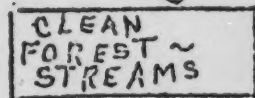
DO YOUR BEST



(selected or
made pictures
or
paragraphs
may be
added by
students)

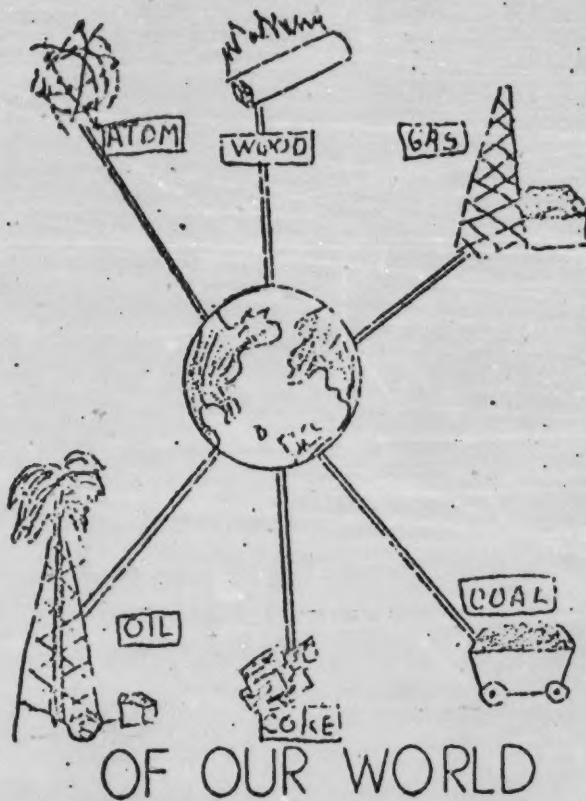
IN ALL THINGS

CLUES

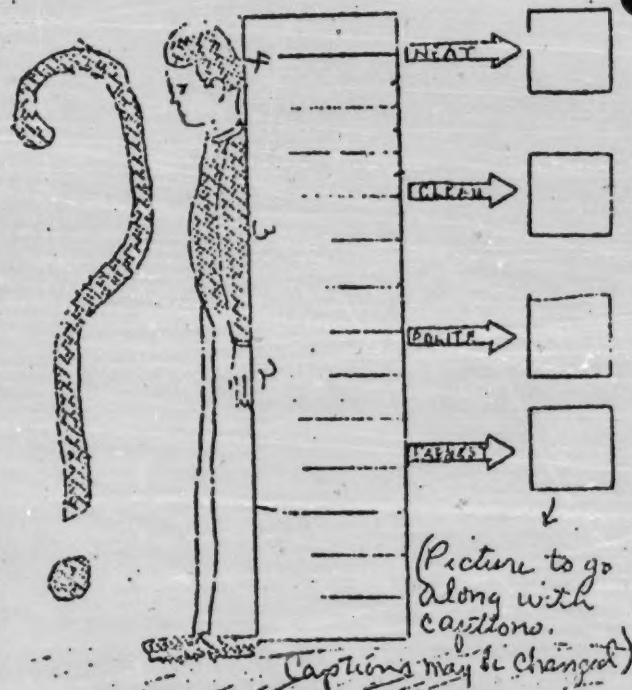


TO CONSERVATION

Facts about Fuels



DO YOU MEASURE UP?



NOTES ON



GREAT COMPOSERS

HOBBIES HELP



Photography



Nature Study



IN

Painting



Cooking

CAREER SELECTION

5.



SITTIN' ON TOP OF THE WORLD

Plans are made
for the future

DIVIDE YOUR TIME WISELY FOR A HAPPY FUTURE

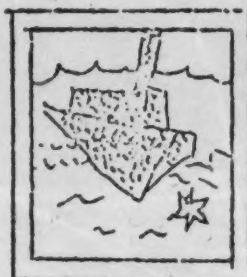
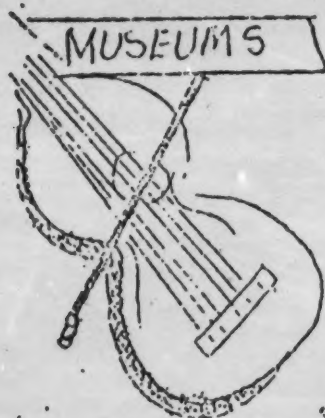


10 STEPS TO BETTER LIVING

- allow yourself enough time for each assignment.
- do your work as soon as you can
- always make sure you understand the problem
- keep a "things I have to do" list
- set a goal for yourself
- do your own work
- do the hardest first
- set aside a time to relax from studies
- have a regular time to study

CULTURAL OPPORTUNITIES

AT...



SYMPHONIES



PLAYS

the
+ and
of Learning

+ Industry

+ Read

+ Curoosity

+ Research

+ Listening

- Laziness

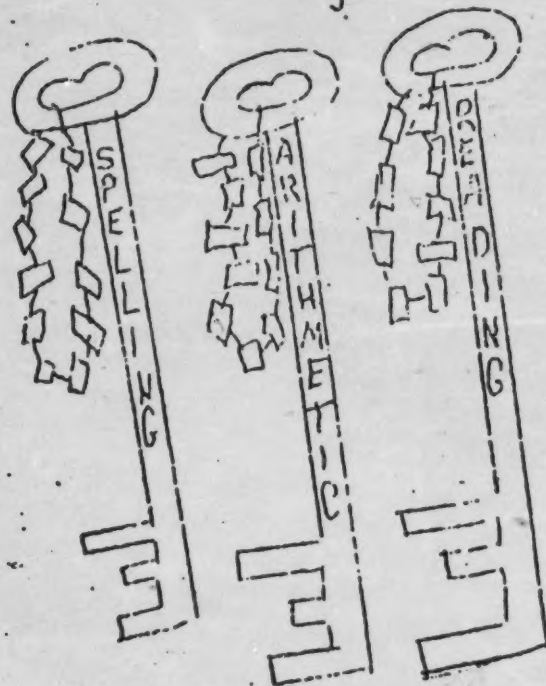
- No library card

- No interest

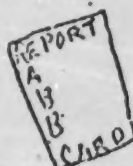
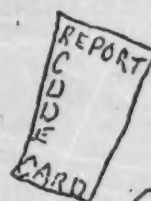
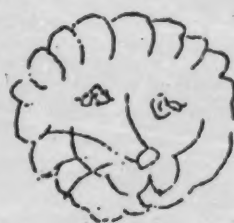
- Accepts answers

- Non-attention

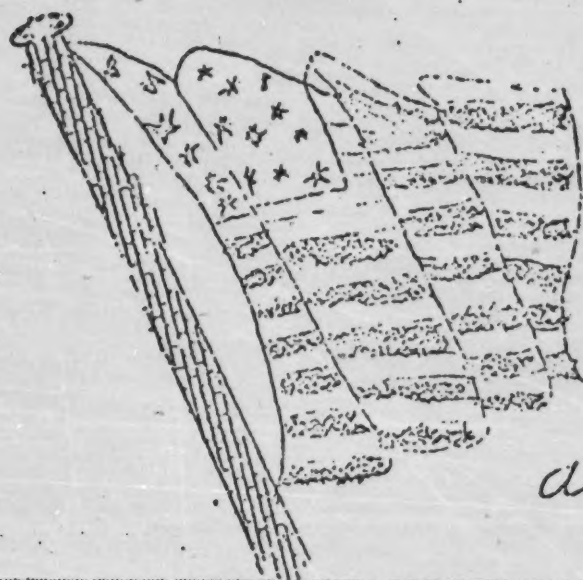
KEYS TO KNOWLEDGE
(put job on tags below)



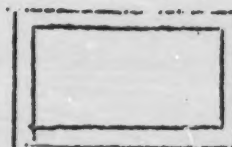
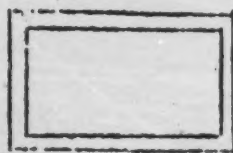
DON'T BE "LION"
DOWN ON YOUR
JOB



KEEP BUSY AS A
BEE



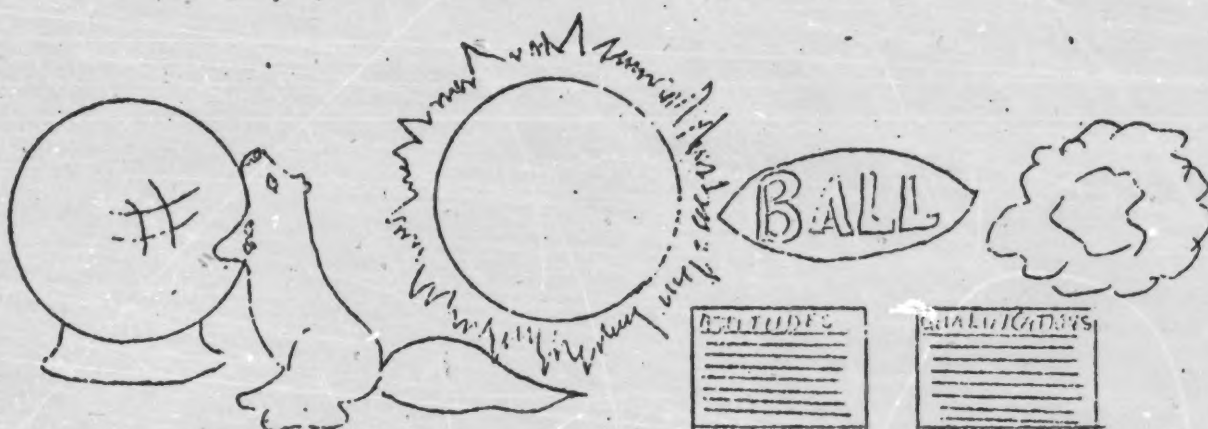
February



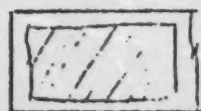
(Stories, pictures or paragraphs
of attitudes or relationships)

a Banner Month

FEBRUARY'S C R Y S T A L



A BANNER DAY



FOR THE

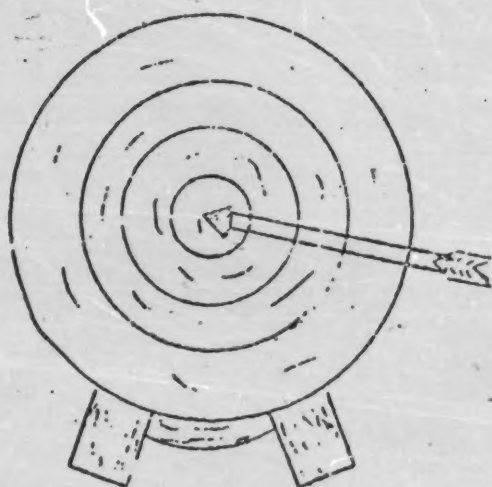
IRISH AND YOU

CAREER AWARENESS

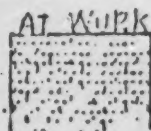
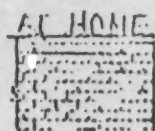
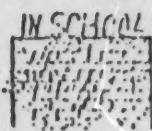
(you may use book jackets or pictures to display on this board)

TRY IT

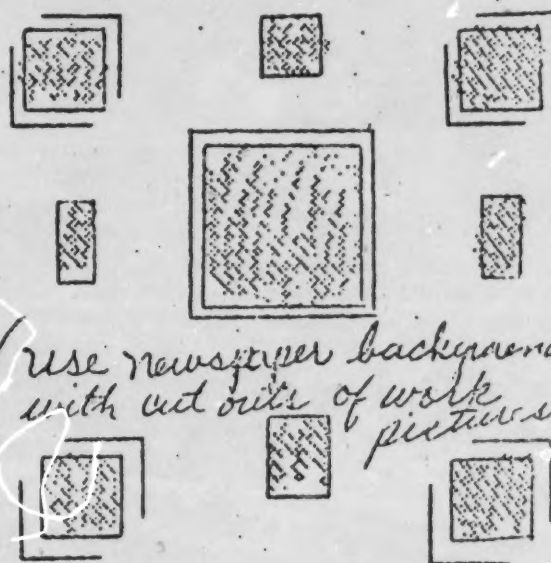
YOU'LL LIKE IT



NEVER MISS
WHEN YOU USE GOOD
ENGLISH



CHOOSE A



(use newspaper background with cut outs of work pictures)

CAREER

GET OUT OF
THAT TANGLE

BEFORE



YOU

GET IN!
INVESTIGATE CAREERS
NOW

WHO NEEDS IT?

Pharmatist

Photographer

Teacher

Lawyer

Actress

Musician

Poet

Trucker

Surgeon

ENGLISH

Counselor

Geologist

Salesman

Editor

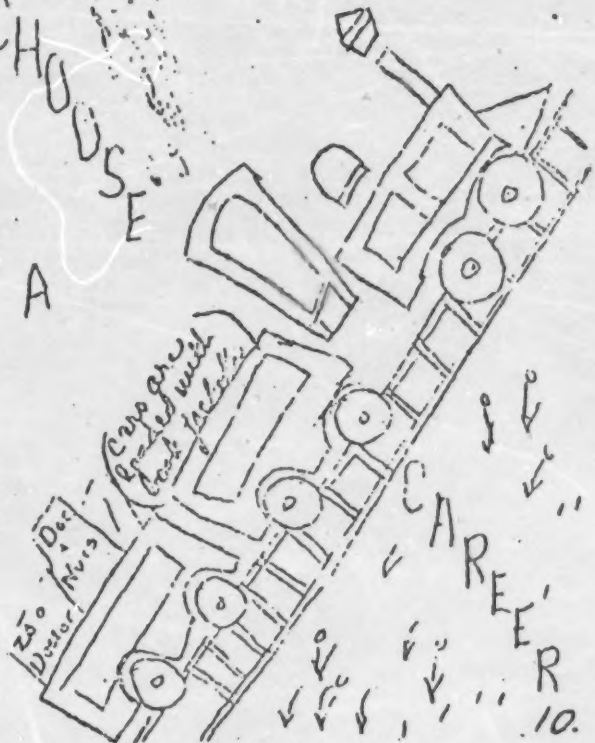
A KEY TO YOUR FUTURE

- AVIATION
- WELDER
- CHEMISTRY
- NURSING
- MECHANICS
- CONSTRUCTION
- REFRIGERATION
- EDUCATION
- COOKING
- HUSBANDRY
- FARMING

GET ON THE RIGHT TRACK

CHOOSE

A

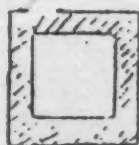
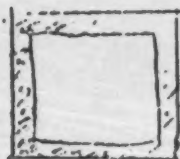
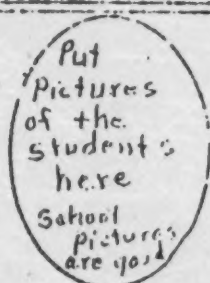


HEARTS WON'T TELL YOUR FUTURE

*(arrange hearts
on the board
as you choose)*



... BUT SKILLS WILL



FIRST GRADE NOW
SOME DAY ONE OF
THESE

*(Cut out pictures of
occupations chosen
by children are
placed on board)*

THIS IS YOU PREPARING FOR THE FUTURE

*(Take pictures of students performing a
task and mount them in this
space.)*

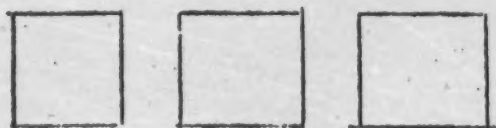
.c



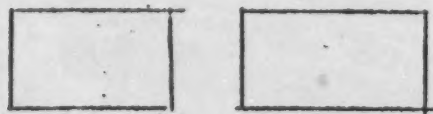
ARTISTS
AT WORK



(Pupils' art work may
be displayed here)



BET YOU CAN'T
CHOOSE JUST



(Pictures of outstanding countrymen + women)

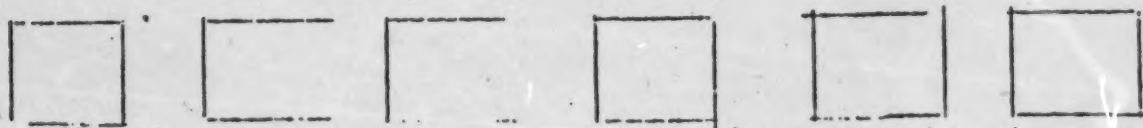


ONE CAREER

(The boy or girl is holding book jackets of career publications) 12

12.

WHAT CAREERS CAN YOU IDENTIFY HERE



(Pictures of places where work is done)



YOU'LL SCORE WITH MATH



OUR CHILDREN'S IDEA ABOUT THEIR FUTURE

FARMER

POSTMAN

DOCTOR

NURSE

COOK

TEACHER

BULL
FIGHTER

POLICEMAN

FIREMAN

ARMY MAN

(Self made pictures of what they want to be)

Children make baskets
and tack to extra
space. Baskets
have a picture &
title of front
with story inside.



PEOPLE WHO
WORK IN
AGRICULTURE

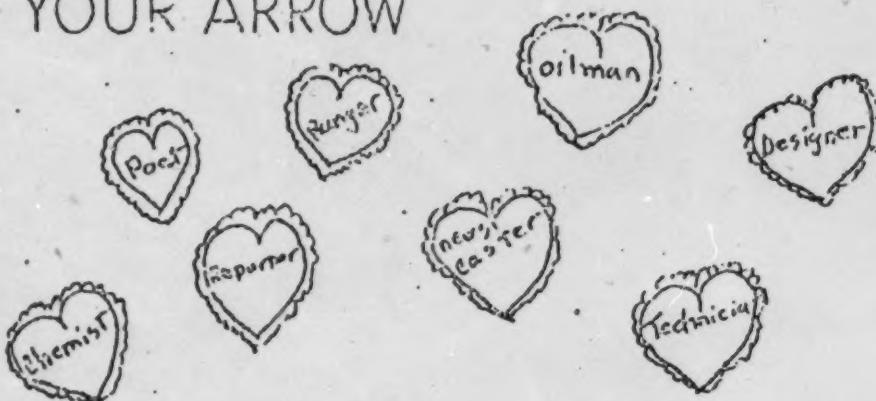
POULTRY IS BIG BUSSINESS IN ARKANSAS

(Clipping and
pictures may
complete the
board)



(Mark place of
concentration
of poultry business
as you study)
Small cut outs of
poultry may be
used as markers)

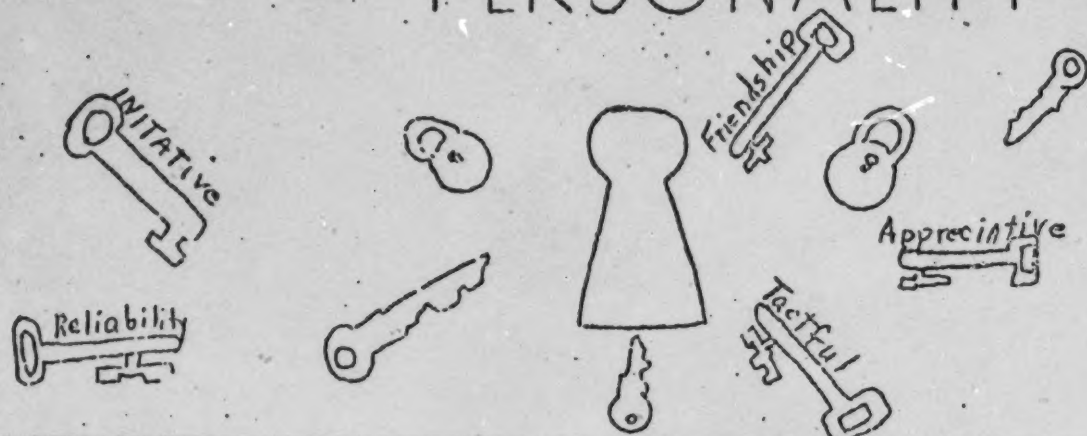
SHOOT YOUR ARROW



FOR A CAREER

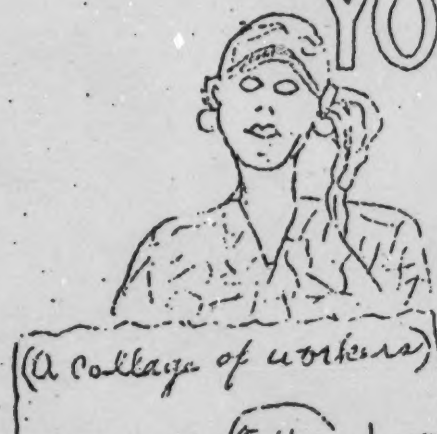
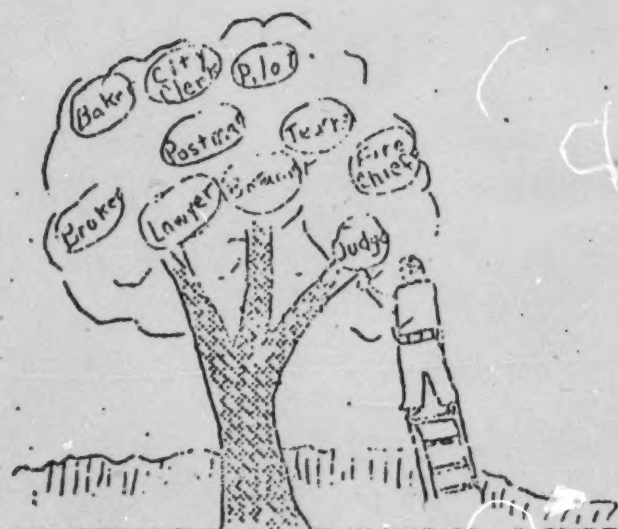
14.

DO YOU HAVE THE KEYS TO A GOOD PERSONALITY



PICKING ☐ OCCUPATION

WHAT DOES YOUR



(A collage of workers)

HOLD?

(Foil Paper)

FUTURE

FEATHER
YOUR
NEST

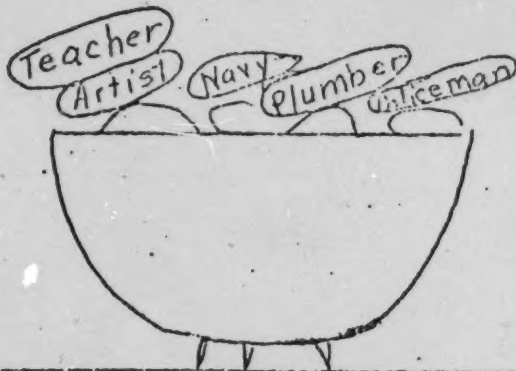
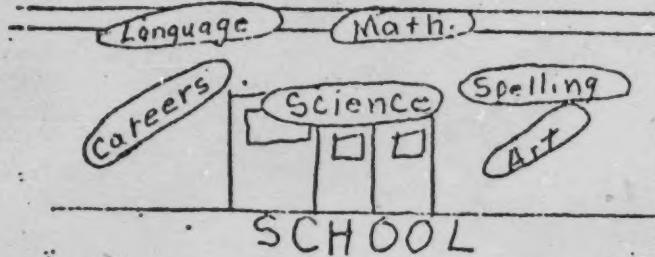


WITH
A

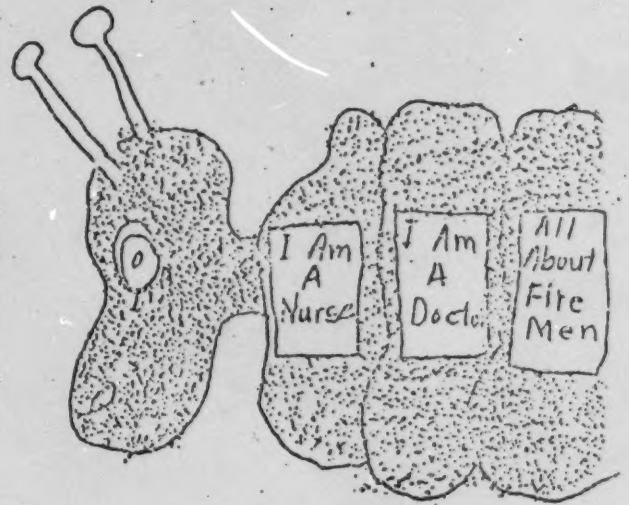
CAREER

15.

Learning Leads to Jobs



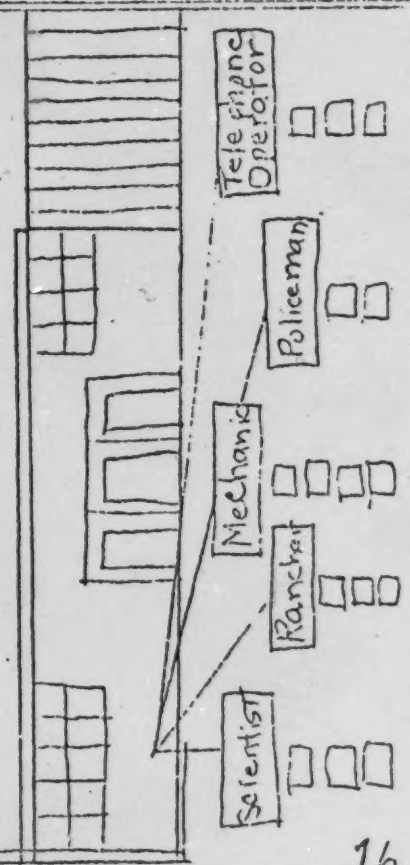
WATCH OUR CAREER
WORM GROW!



Read a Book about a
Career. Watch the Career
Worm Grow.



THEIR FUTURE
OUR HOPE



Rainy Day Jobs

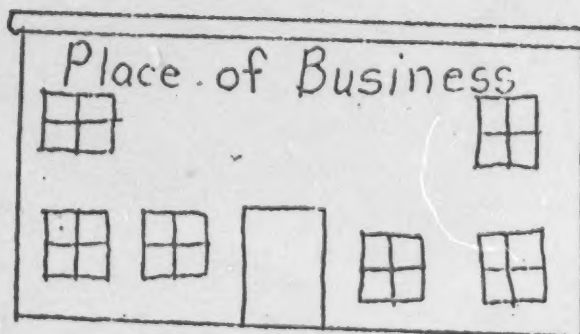
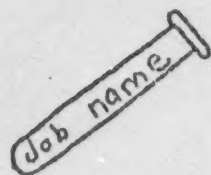
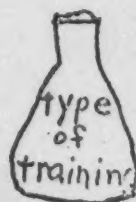


Students research jobs related to rain & weather.

Who Am I?

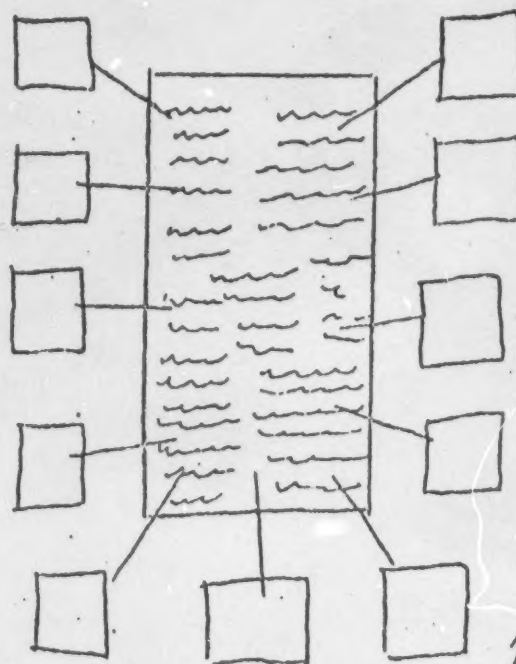
Jobs	
	Job Information

Job Chemistry



Who's In The News?

(Lettering cut out of newspapers)
Pictures of workers in



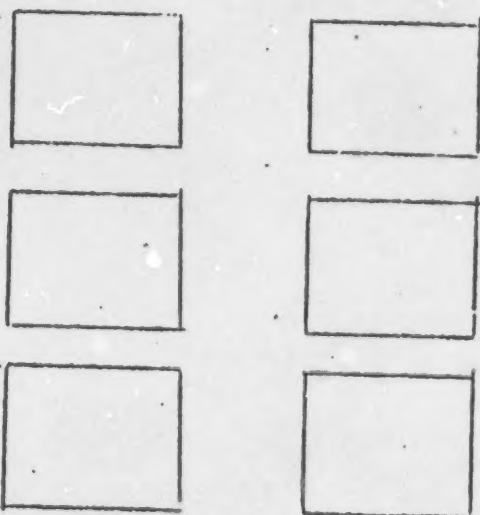
17.

BE A GOOD
WORKER
DON'T



BE A STINKER

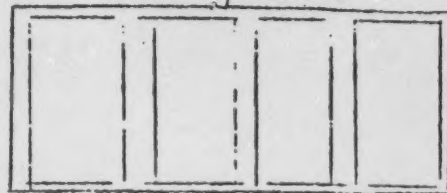
BE THE TASK
GREAT OR SMALL
DO IT WELL
TO HELP ALL



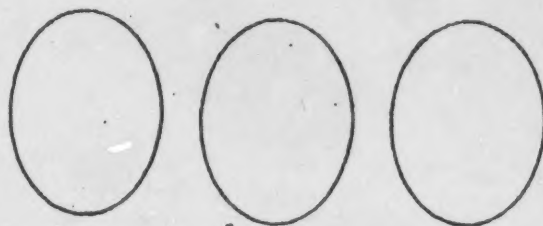
(Pictures of different workers)

SCIENCE CAREERS

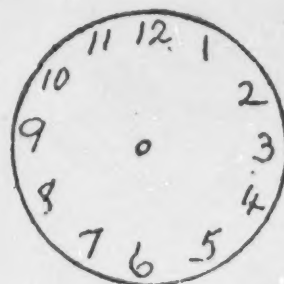
Research on different careers



*Below: pictures by students
of workers on the job.*

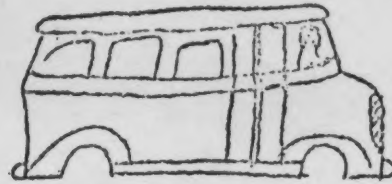


A CAREER WITHOUT
PLANNING
IS LIKE A



WITHOUT HANDS
IT RUNS BUT
TELLS NOTHING

A CAREER
WITHOUT PLANNING
IS LIKE A
WITHOUT
WHEELS



IT TAKES MORE
THAN A
TO MAKE A
CAREER CHOICE



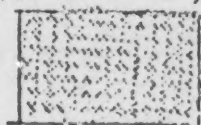
DO NOT LOOK

UNDER THESE FLAPS

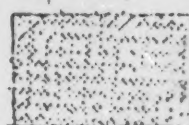
*(Under each flap is a story and picture of careers
done by children)*



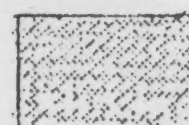
1



2



3

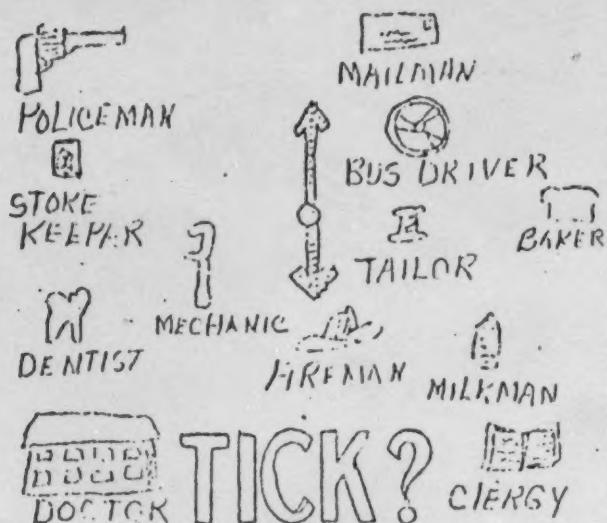


4

71

19.

WHO MAKES OUR COMMUNITY



IMAGINATION (Letters cut from colorful paper of magazine) ACTION

ALL About ME		
ALL About ME		

a self portrait
in picture
and word -
form of
students

72

CHOOSE YOUR CAREER FROM

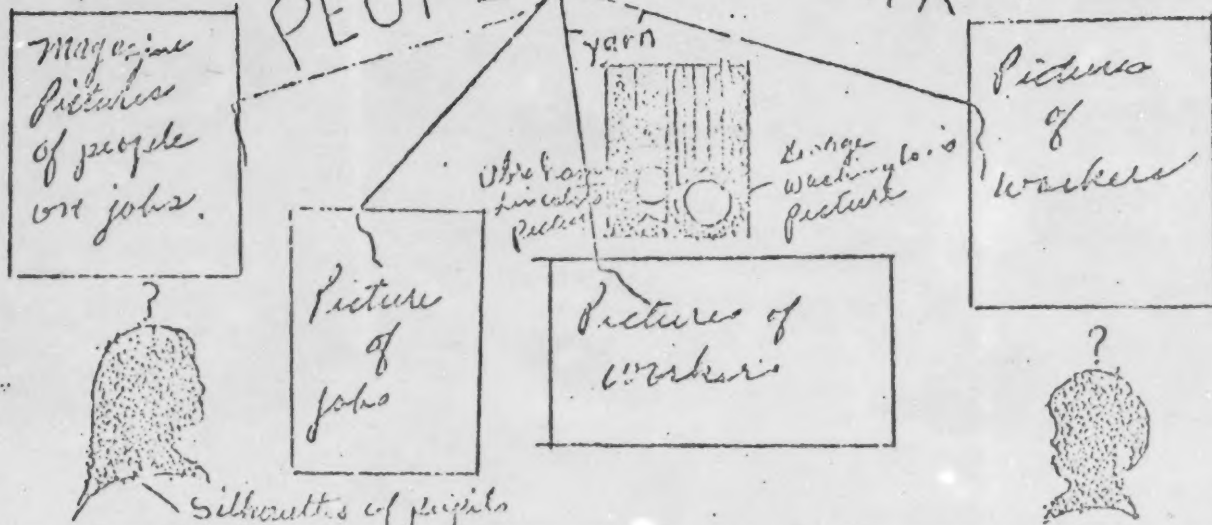
use book jackets
or the children
Make their own
book covers and
place in this
space.

GOOD BOOKS

CAREERS WHICH WOULD YOU PREFER?

20.
Pictures of careers, cut out
or made by children

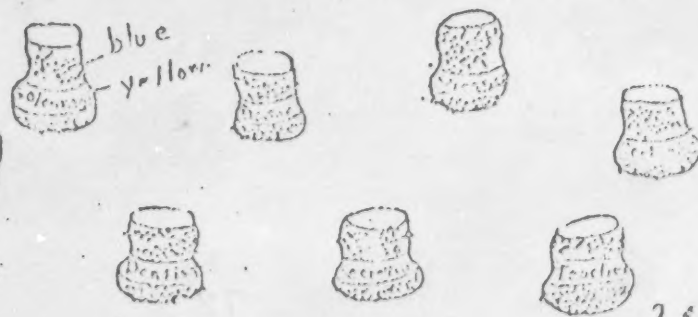
PEOPLE AT WORK



STEPPING STONES



TAKE IT FROM POOH
THERE'S A JOB FOR YOU





GEOMETRY



I WANT TO
BE A ...

○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○
○	○	○	○

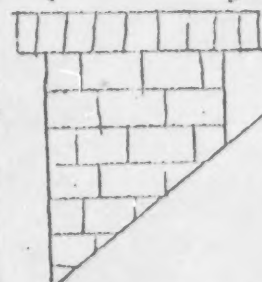
POLLUTION
PROVIDES
POSITIONS

FOREST
ECOLOGIST

SOCIAL
ECOLOGIST

SEWAGE
PLANT
ATTENDANT

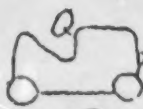
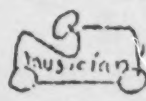
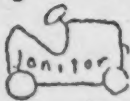
WATER
TREATMENT
PLANT
OPERATOR



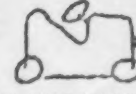
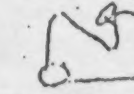
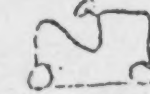
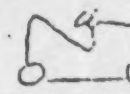
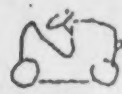
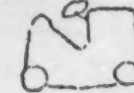
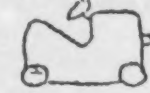
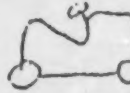
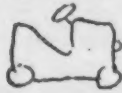
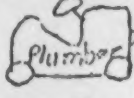
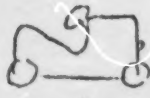
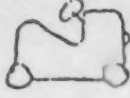
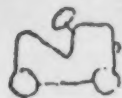
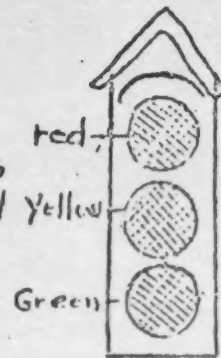
STOP!

CONSIDER THESE JOBS

(Print a job on each car)



Make cars
Colorful yellow



FOCUS ON YOUR FUTURE



Waitress

(Put names of jobs on strips to complete)

(Picture by children)

(Sky light blue paper)

AQUANAUTS

darken blue

yellow

UNDER WATER DEFENSE

RESEARCH

FARMING IN THE SEA

GEOLOGICAL OCEANOGRAPHER

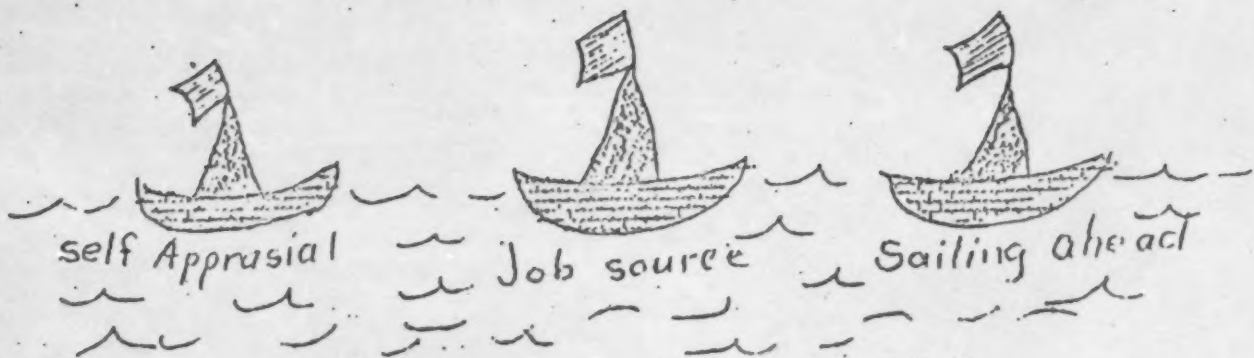
ENGINEERS

COMMUNICATION

(Blue variegated paper used here for water)

23.

LAUNCHING YOUR FUTURE



TIME IS FLYING



PREPARE NOW FOR YOUR FUTURE

Artist

Builder

Carpenter

Doctor

Engineer

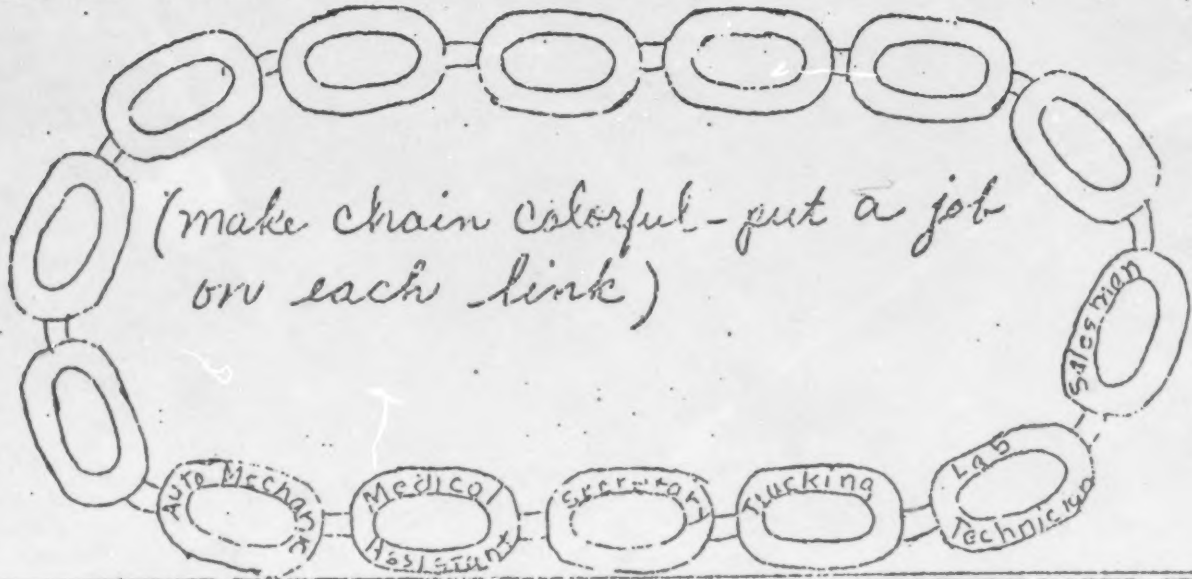
Farmer

CAREER ABC'S

WHICH WILL YOU CHOOSE?

(Continue through the alphabet) 24.

WE NEED EACH OTHER



TRAIN YOUR MIND



ENOUGH HORSEPOWER

TO PULL



B U D D I N G C A R E E R S

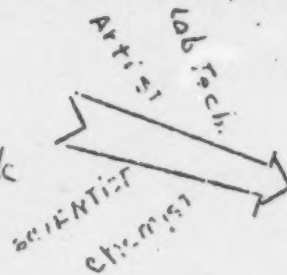
(Cut free-hand letters from construction paper, green. Use yellow background)



CONTAINERS USED IN THE MEDICAL FIELD

Cont.

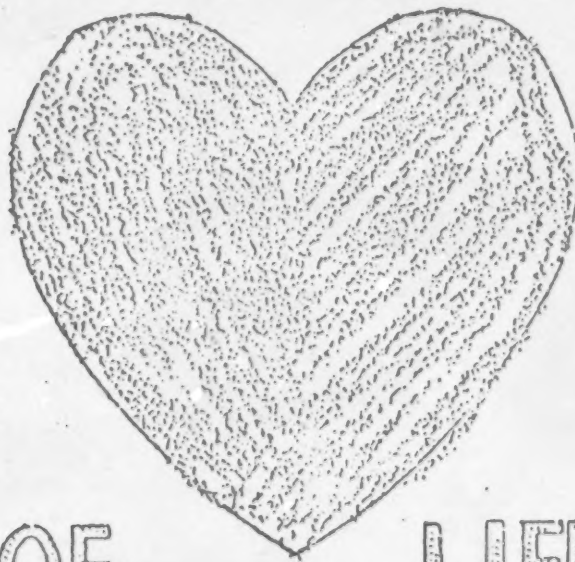
(In this section
the part small
containers made
of paper)



Jobs availability in
Paper making

Engineer
Accountants
Executives
Printing
Designers
Exporters

'WORK' IS THE HEART



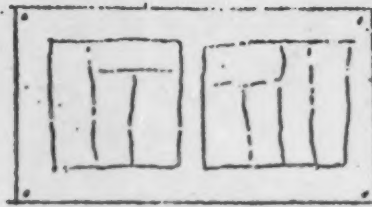
Cupid



OF

LIFE

News clippings



Black construction paper

of jobs displayed around the

WHAT IS YOUR CHOICE?

Which job is for me?



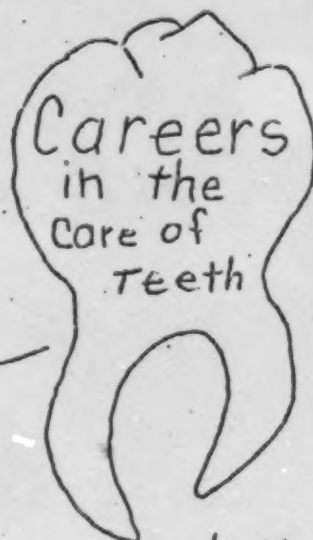
(Cover the board with sack puppets made into different workers)

MOTHER'S WORK	FATHER'S WORK
(Pictures on this double board may be made by pupils or cut from magazines)	

Who am I?

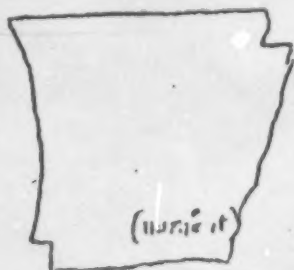


(all other space is filled with paragraphs by children with the title "Who Am I?")



(all around the tooth are pictures made and labeled by the children)

OCCUPATIONS AROUND (your town)



(around the map may be pupil made pictures of work around the local community)

Careers in Arkansas

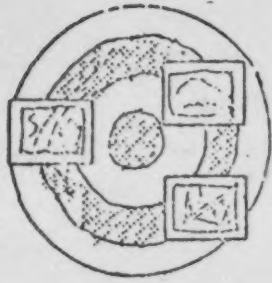


(Pupils write to Chamber of Commerce in different sections of state. Return pamphlets and correspondence may be displayed on board around map.)

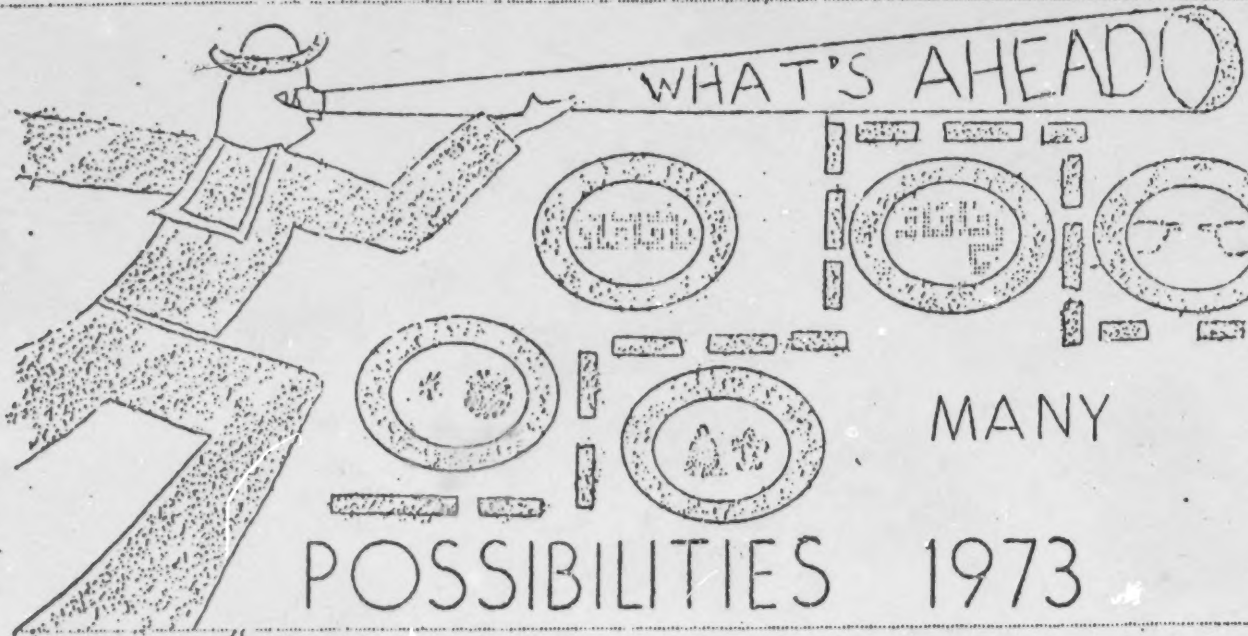
AIM

BIG

(Pictures of jobs)



NEW YEAR



MANY

POSSIBILITIES 1973



Looking For a Career

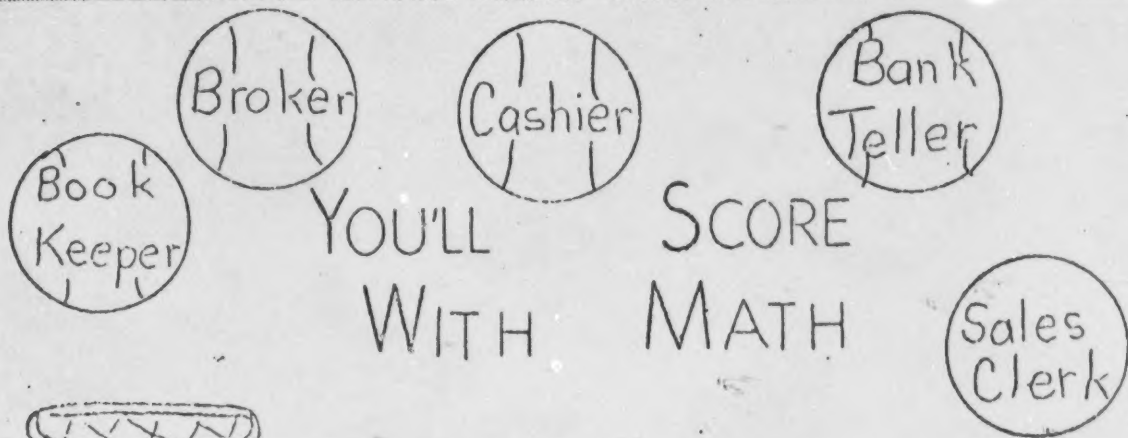
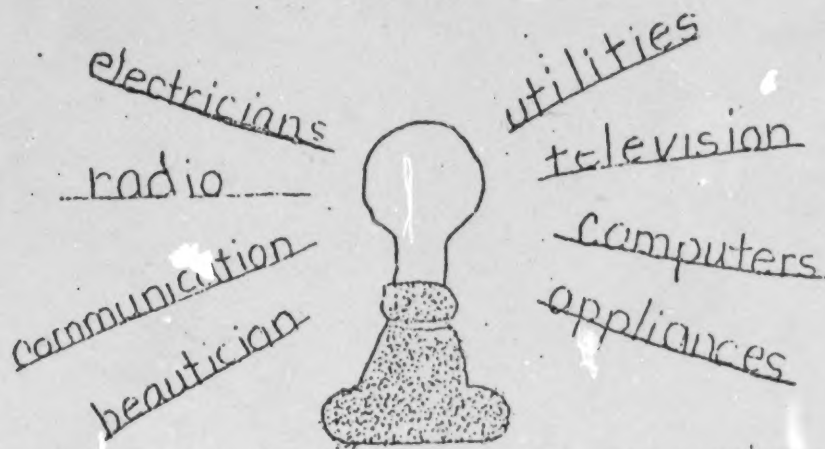
81

29.

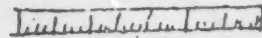
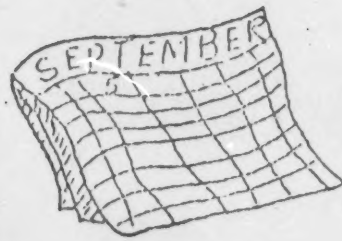
WHICH ROAD WILL YOU TAKE?



EDISON LIT THE WAY...



TIME FOR A CHANGE

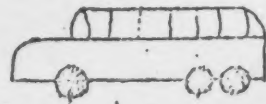


Prepare for the FUTURE

F A C T S for SEPTEMBER



psychologist



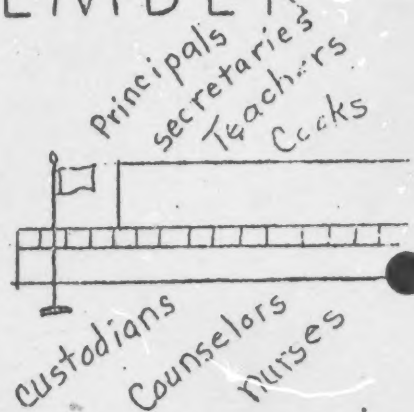
bus drivers
mechanics



dietitian



Superintendent



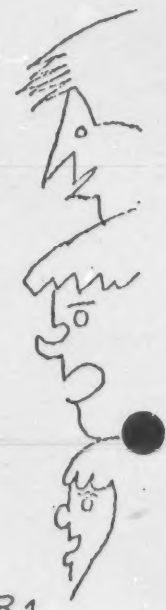
Principals
secretaries
Teachers
Cooks

custodians
Counselors
nurses

KNOW YOUR SCHOOL WORKERS

TALK ABOUT OUR

(Arrange pictures in
this space)



LOCAL OPPORTUNITIES

THE COUNTDOWN'S
OVER



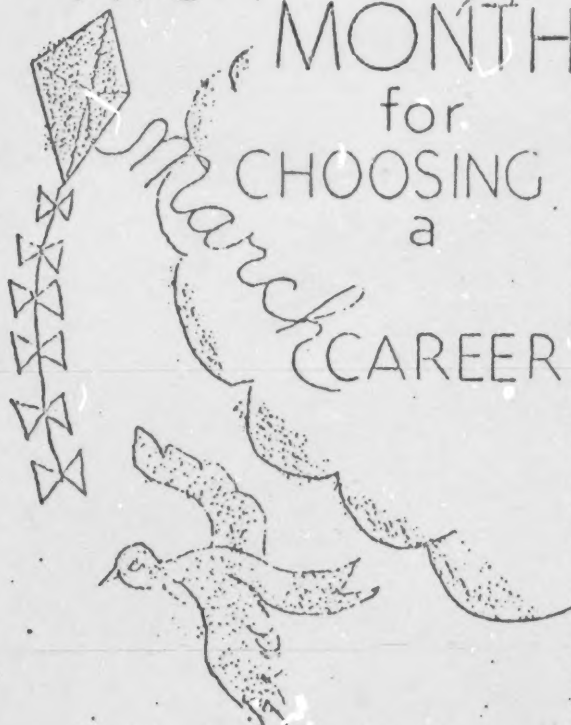
IS IN

ORBIT

PREPARE
CHOOSE

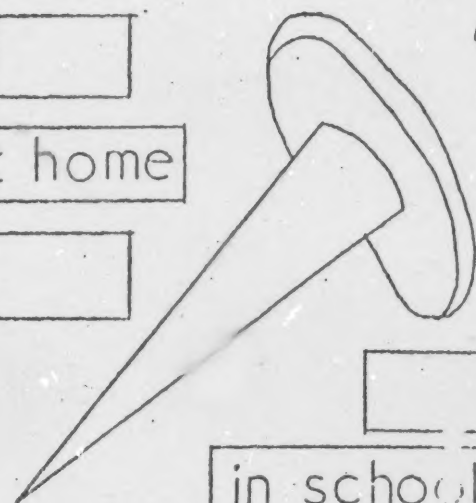
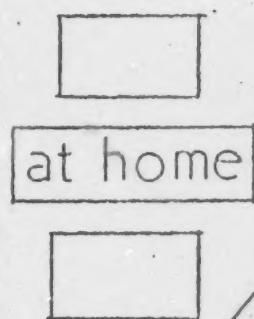
A HIGH FLYING
MONTH

for
CHOOSING
a



CAREER

BE SHARP



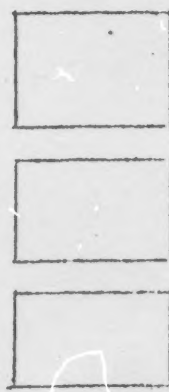
1
9
7
3

in school



prepare for a better life

TUNE IN



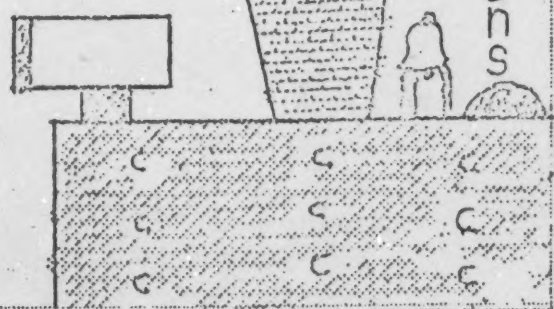
ON

OPPORTUNITIES

1972 school year

Be
Aware
of

OCCUPATIONS



Turn One Direction



(Pictures)



FOCAL POINT

GET STARTED
RIGHT

STUDY

For a better

FUTURE



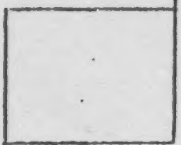
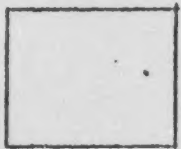
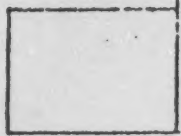
WE PAUSE TO
GIVE THANKS



for opportunities

SUMMER'S GONE ...

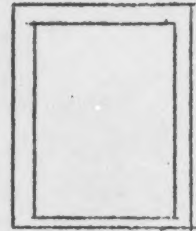
C.



Attach
Pictures



A CAREER
OR BUST!



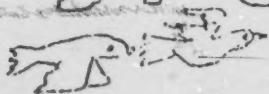
AUTUMN'S COMING

THE APPLE



OF MY EYE

FOLLOW



Honest

Truthful



A

Prompt

Kind

TRUE COURSE

BE A

GOOD

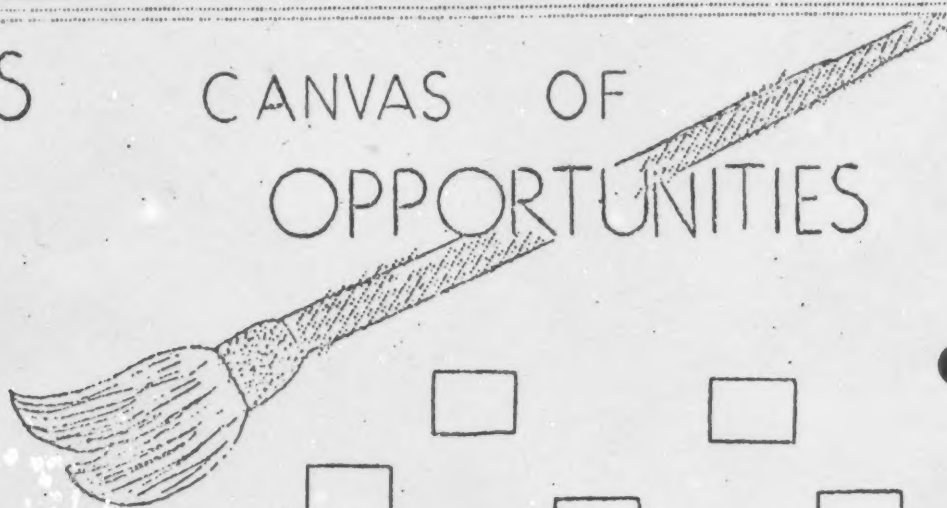
Goblin

Pictures or paragraphs on developing pleasing habits of work and relationships.

LIFE'S

CANVAS OF

OPPORTUNITIES



IT'S NOVEMBER' R R R



TIME TO PLAN FOR YOUR FUTURE

DAISIES WON'T TELL YOUR
FUTURE



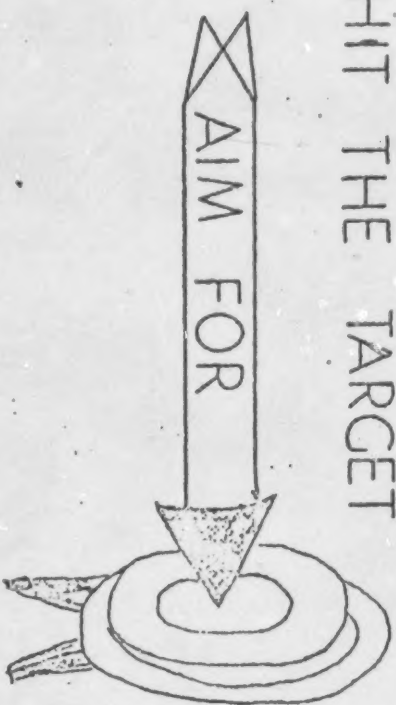
... BUT SKILLS WILL

LET'S EXPLORE



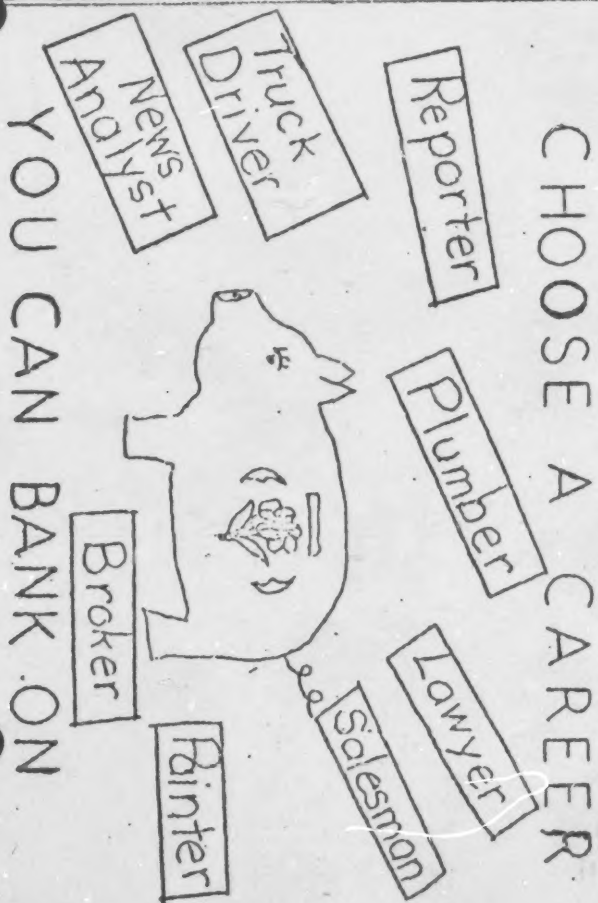
THE WORLD OF WORK

HIT THE TARGET



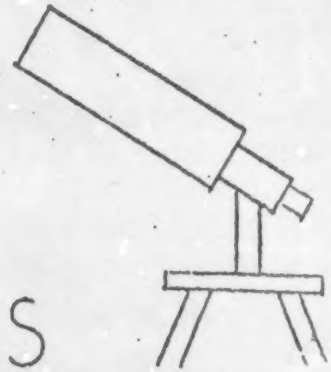
OCCUPATIONAL
AWARENESS

CHOOSE A CAREER



YOU CAN BANK ON

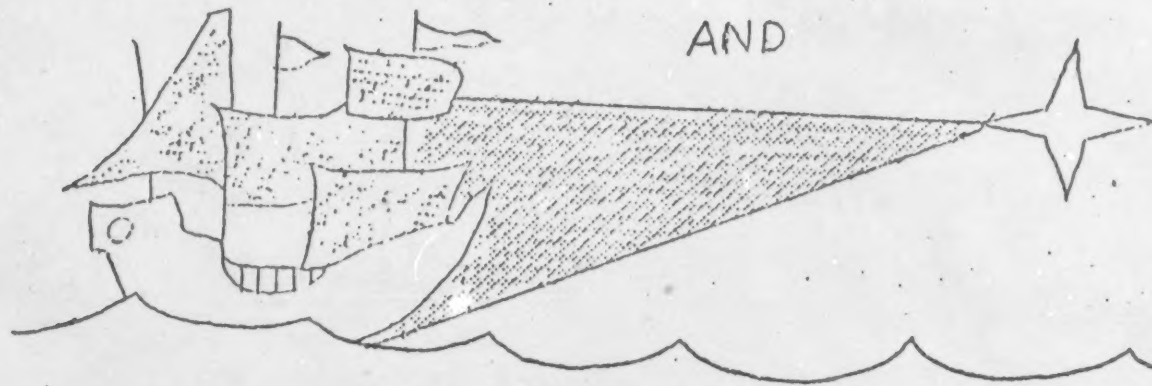
SET YOUR SIGHTS



ON THE STARS

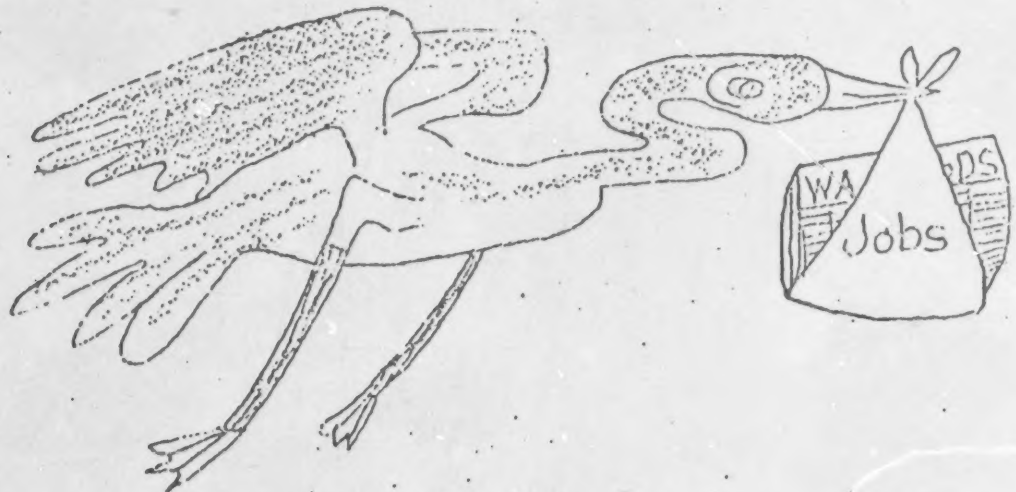
CHOOSE A CAREER

AND

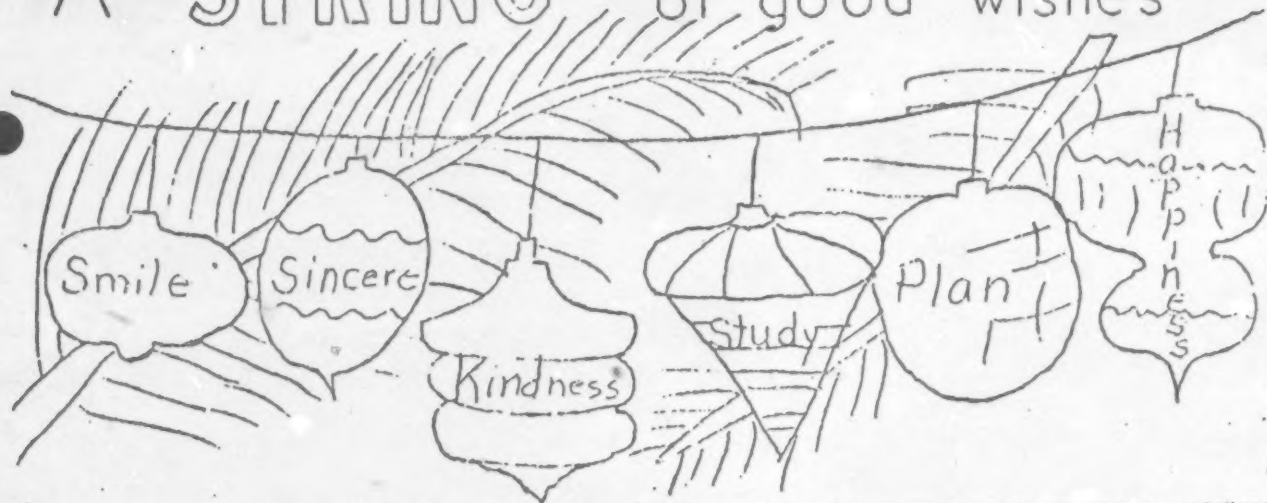


SAIL A STRAIGHT COURSE

A BRAND NEW OPPORTUNITY



A STRING of good wishes



1973



PRESENTS

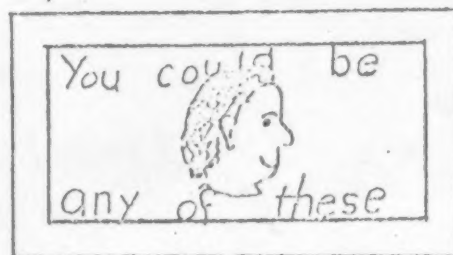
YOU

A WHALE OF AN OPPORTUNITY

WHAT CAREERS CAN YOU IDENTIFY HERE?

rock
or
brick

milk
cows



wire
&
cutter

cement
or
Plaster

paper
to
hang

film

pills

hammer
&
wood

DON'T BE A DUMB BUNNY PREPARE FOR THE FUTURE

learn
study
prepare
decide



Develop your
interest
skills
personality

DECIDE TO GO WITH A WINNER STAY IN SCHOOL



PREPARE FOR THE FUTURE!

EYE ON THE

COURAGE

FORTITUDE

VISION

FUTURE

SALUTE

TO YOUR

Pictures or stories of "What I want to be"

FUTURE

'TALE'

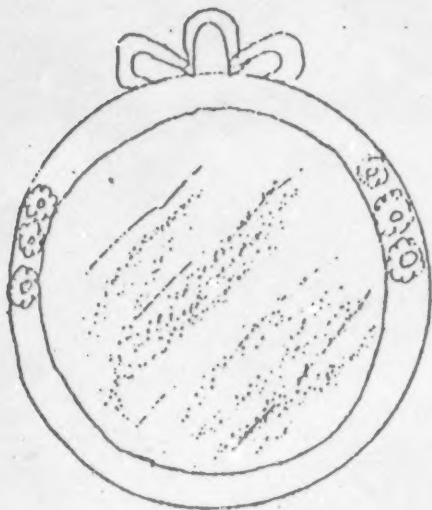
A

Pictures or paragraph of 'When I Grow Up'

OF WHAT YOU CAN BE



CAN YOU SEE



THE KIND ADULT
YOU WILL BE?

A Diploma for

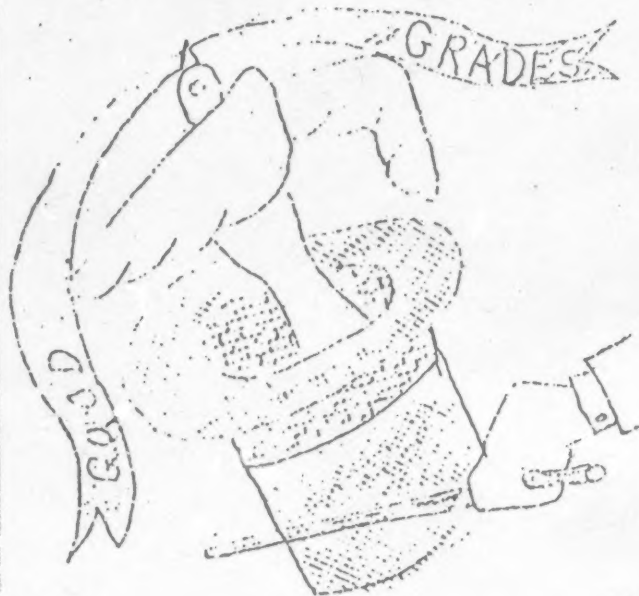


ON
MOTHER'S DAY

EARS TO A
HAPPY FUTURE



IT DOESN'T TAKE MAGIC

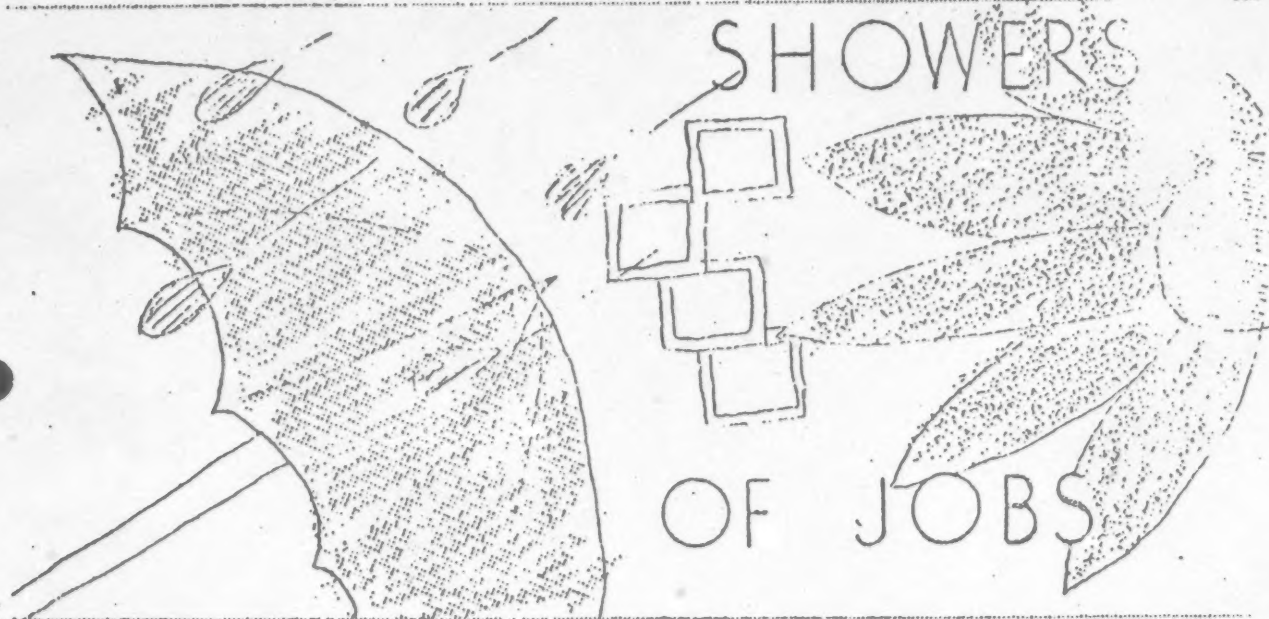


JUST EFFORT

GET A GOOD GRIP ON GOALS

c

*(pictures of attitude, skill, or of jobs
getting along with others)*



KEEP YOUR EYE



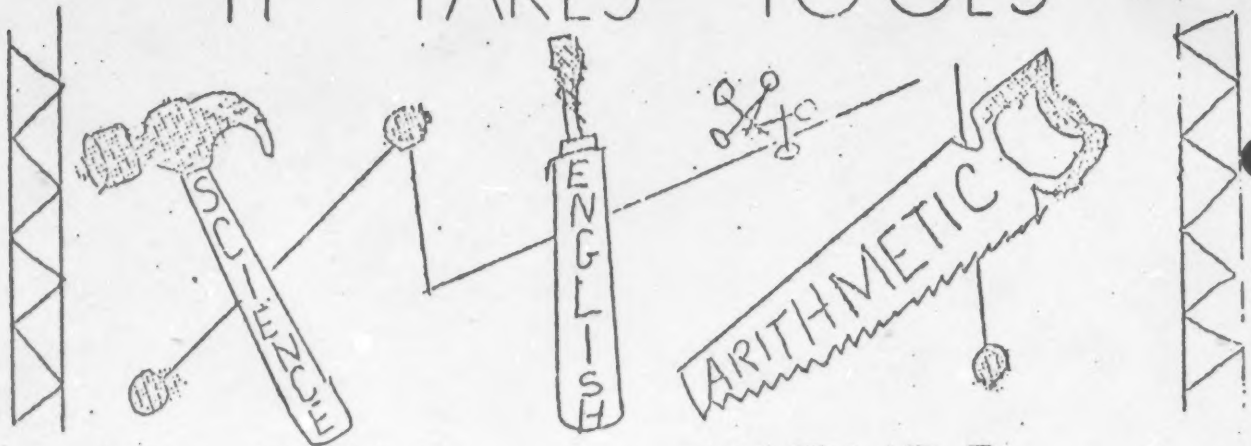
GOOD GRADES

CITIZENSHIP

EFFORT

ON YOUR FUTURE

IT TAKES TOOLS



TO BUILD A FUTURE
GOING OUT ON A LIMB



FOR GOALS

A LIGHT TO MAKE

EFFORT KNOWLEDGE



(pictures to show
effort & knowledge
of work)



YOUR FUTURE BRIGHT

D. UTILIZING RESOURCE PERSONS

1. RESOURCE PERSONS Page 89
2. HOW TO USE A RESOURCE PERSON IN THE
CLASSROOM Page 90
3. SUGGESTIONS FOR THE RESOURCE PERSON.... Page 91
4. SUGGESTED TOPICS TO BE INCLUDED IN A
PRESENTATION.....Page 92
5. HOW TO BUILD A LOCAL COMMUNITY RESOURCE
FILE (HANDBOOK)..... Page 92
6. COMMUNITY RESOURCE FILE
QUESTIONNAIRE.....Page 94
7. COMMUNITY/SCHOOL ROLES AND RESPONSI-
BILITIES (TRANSPARENCY PRESENTATION) Page 95

1. RESOURCE PERSONS

No two communities are exactly alike. There are many types of industries, businesses, governmental structures in communities. There is also variation in size, population make-up and stability of the community. Despite their differences, all communities have at least one thing in common, they all have people. Some people are young, some are old. Most people are changing, working, producing goods, and /or providing services. Within this pool of people lies a huge reservoir of career resources. The various ways local people earn their living is significant to every aspect of community life. Work goes on in every community and therefore local occupations are the most convenient for observation and study. Properly organized, the use of representatives from these community occupations can be a great contribution in making classroom activities more interesting and productive in meeting student needs.

The following materials are designed to help you utilize this important career resource:

- Who are (What is) a Resource Person(s)?
Simply stated, they are men and women who represent the variety of occupations which are performed in the community. They come from all occupational areas and likely represent differing levels of preparation. They may come from places representing local industries, business, organizations, professions, educational programs, and related counseling and employment services.
- What Can They Contribute to the Classroom? (Why Use Them?)
Students can most probably receive many benefits from opportunities to study many of the community's occupations through the eyes of the practitioner. In general, the types of functions resource persons can perform can be classified as exploratory, informational, or motivational as career planning proceeds for each student.
- What Are Some Techniques for Using Resource Persons?
The effectiveness of a resource person can be increased if preliminary planning is given a high priority. Both general planning and specific functional activities require attention. The form entitled, "How To Use a Community Resource Person in the Classroom" can be used as a guide and/or checklist. The forms, "Suggestions for a Classroom Resource Person" and "Suggested Topics to be Included in a Presentation" give additional areas to be discussed.

2. HOW TO USE A RESOURCE PERSON IN THE CLASSROOM

The objectives, advance planning, student preparation, follow-up activities, and evaluation of a Resource Person are very similar to that of a field trip, which will be considered next. The steps which apply or do not apply are usually obvious. The present section will deal with a few details that are applicable only to resource persons.

PLAN AHEAD

The resource person will want to know the directions to the school, the length of the visit, the number of presentations to be made, the number of students, and the type of room to be used such as classroom, auditorium, cafeteria, or gymnasium. In addition, he will need to know what kind of audio-visual equipment is available for his use and what arrangements should be made for lunch, (if any).

CHECK LIST

Educational Objectives

- (1). Set major objectives
- (2). Preview and evaluate resources
- (3). Select minor objectives

ADVANCE PLANNING

- (1). Secure administrative approval
- (2). Contact the resource person
- (3). Work out details of the visit

PREPARATION OF STUDENTS

- (1). Announce the upcoming visit
- (2). Explain the purpose of the visit
- (3). Suggest things to ask about
- (4). Assign special jobs

FOLLOW-UP ACTIVITIES

- (1). Student reports
- (2). Student projects
- (3). Thank you letters

EVALUATION

- (1). Were objectives accomplished
- (2). Was time and expense reasonable
- (3). Are future visits desirable

3. SUGGESTIONS FOR THE RESOURCE PERSON

School should be relevant to the world of work. Your visit to our school will serve to strengthen this emphasis. The following information and suggestions are offered to help you in planning your presentation.

School Address: _____

Date Scheduled: _____

Time to Arrive: _____

Length of Visit: _____

Number of Presentations to be Made: _____

Number of Students in each Presentation: _____

Type of Room to be Used (classroom, auditorium, cafeteria, etc.):

- _____
- a. Bring something to interest the audience in your job. Example: If you are a brick mason, bring a trowel, level, and two or three different kinds of bricks.
 - b. Display the items in easy view of the audience. Limit the number to five or six items.
 - c. When you are introduced to the class, tell them the name of your occupation again. If a chalkboard is available, write your occupation on the board. You also may want to list the names of the tools you have brought.
 - d. Discuss your work with the audience. Explain ways of using the materials you have brought. Stress safety aspects. Relate your work area to school experiences. Example: If you use math, explain how you use it. If you must read and understand written materials, stress this.
 - e. Be sure to use simple language. If you wear a uniform or special equipment in your work, wear it during your presentation.
 - f. Emphasize your work hours, your duties, special training needed for your job, skills needed for your job and the environment in which you work (indoor, outdoor, etc.).

4. SUGGESTED TOPICS TO BE INCLUDED IN A PRESENTATION

Resource persons can provide accurate, current, and relevant information regarding all aspects of their occupations. The presentation should include the following elements:

- a. Emphasis on the interdependence of occupations within the career area (cluster) represented by the person. If possible the person should relate their area of work to others in the same field.
- b. Discussion on the typical situations or problems presented by their occupations, the tools or knowledge necessary, etc.
- c. Role-playing of some typical situations they encounter in their work.
- d. Definition of the characteristics of the people they serve and the individuals with whom they work.
- e. Discussion of the effect, if any, which change and automation have had on their work.
- f. Discussion of how one advances or moves to other occupations within the particular career cluster.
- g. Description of the greatest personal satisfaction and the most serious frustration in the work.
- h. Discussion of the immediate employment situation in the career field and project trends which may have bearing on future entry.
- i. Review the different routes occupationally and/or educationally one might take to get into the particular career, including licensing, certification, and other special requirements.
- j. Allowance of time for relevant questions by student participants.

5. HOW TO BUILD A LOCAL COMMUNITY RESOURCE FILE (HANDBOOK)

There are many community resources - people, businesses, and interesting places - that are willing to give some time to a few teachers or to a single school. For this reason, it may be desirable for each school campus to undertake a community survey of its own.

SOURCES

a. Directories and Membership Rosters

There are several good sources of local community resources. One of the most useful sources is the yellow pages of your telephone directory. Another valuable source is the local Chamber of Commerce. In addition, most government, civic, and professional organizations are willing to help the school if time permits. Many clubs have speakers bureaus which may be available to the schools. Historical clubs and societies are also usually willing to help.

b. Parents

Teachers can find many resource speakers and some field-trip sites by taking a survey of parents. This can be done by a single classroom teacher or by an entire school.

c. Teachers

Another source that is sometimes overlooked is other teachers in the same building. Retired teachers in the community are also often willing to serve as resource persons.

d. Students

Teachers often discover students with interesting hobbies or unusual talents in their classes. For years teachers have utilized the special interests and talents of their students in their own classroom, however, some teachers are now beginning to use students from other classes, from upper grades, and from other schools. College students are also often willing to serve as resource persons.

INDEPENDENT SCHOOL DISTRICT
CAREER ORIENTED EDUCATION

D

6. COMMUNITY RESOURCE FILE QUESTIONNAIRE

In its efforts to offer the best education possible to all the children of the district, the _____ school system is involved in many innovative and exciting programs. One such project is the Career Oriented Education Program, which is designed to introduce the student to career opportunities in the community, to illustrate the interdependence of school subjects to each other and to work community, and to involve every student more completely in the planning and implementation of his own education.

Parental and community involvement are two (2) vital elements in the Career Oriented approach to total education. Your response to the following questionnaire would be especially helpful in making program activities successful.

STUDENT'S NAME _____	SCHOOL _____
TEACHER'S NAME _____	GRADE LEVEL _____
FATHER'S NAME _____	MOTHER'S NAME _____
HOME ADDRESS _____	HOME PHONE _____
FATHER'S WORK ADDRESS _____	WORK PHONE _____

MOTHER'S WORK ADDRESS _____	WORK PHONE _____

A. Name and description of Father's occupation: _____

Name and description of Mother's occupation: _____

B. Would you be willing to come to the school as a resource person to explain some of the characteristics, duties and responsibilities of your occupation: Father: Yes _____ No _____ Mother: Yes _____ No _____

C. Do you have slides, films or collections that you would share and discuss with students? Father: Yes _____ No _____ Mother: Yes _____ No _____

D. Would you be available to assist your child's teacher on a field trip? Father: Yes _____ No _____ Mother: Yes _____ No _____

E. Could you arrange for students to tour the facilities where you work? Father: Yes _____ No _____ Mother: Yes _____ No _____

7. COMMUNITY/SCHOOL ROLES AND RESPONSIBILITIES
(A TRANSPARENCY PRESENTATION)

NOTES

Students -

Teachers -

E. EFFECTIVE USE OF FIELD TRIPS

1. WHY FIELD TRIPS? Page 97
2. HOW TO PREPARE FOR A FIELD TRIP Page 98
3. HOW TO PLAN A FIELD TRIP Page 101

1. WHY FIELD TRIPS?

On-site observation of workers performing their various duties can be a meaningful experience in each student's career development. In many school districts the opportunities for such observation is most readily available by having students visit various work places in the community. Field trips have been important instructional tools for many years in the educational process. Traditionally, wherever a visit was made to a site, the focus was largely upon the product or service the worker provided. Field trips can become even more exciting and stimulating whenever the worker becomes the major focal point. It is through contact with the worker as an individual that students discover what it really means to be a teacher, plumber, banker, barber, farmer, etc. It is that revelation which may remain with them long after job duties, entrance requirements, employment outlook and other specifics have been forgotten. That type of information can be obtained from many different reference services. On the other hand, the impressions, frustrations, successes, failures, and satisfactions which a worker has in his job cannot be so obtained.

As with all instructional activities a rationale for using them and a plan for implementing them will have a bearing on their effectiveness. The following materials should help you to plan and coordinate field trip activities:

a. Why Should You Go On a Field Trip?

To be worth the time you spend, a field trip must meet a specific need of the group. It can stimulate an activity, help in the search for more information, or pull together diverse activities of a class into a unifying whole. Field trips can help your group:

- (1). add to and clarify information by seeing and feeling things you read and talk about.
- (2). learn to interview workers and observe how people work together.
- (3). see how adults carry out their responsibilities.
- (4). correlate skills and other curricular areas with experience in meaningful situations.
- (5). give children an opportunity to work together outside the classroom, to meet friends in a different atmosphere, to practice skills in human relations in real settings.

b. What Kinds of Field Trips are Best For Your Needs?

A field trip may be:

- (1). within the school itself to get acquainted with the building, the grounds and the personnel.
- (2). in the school neighborhood to sharpen observation of the child's immediate environment.

- E
- (3). to another school to exchange experiences or to introduce a group to another school situation.
 - (4). outside of his immediate school neighborhood to explore an area of interest in a more distant part of the city or its surrounding area.

Field trips might be suggested to small groups or individuals for exploration on their own time. This may be the kind of suggestion which leads children and their families to explore an area of interest related to a topic of discussion in the classroom. A new interest may develop into a new topic of study for the class.

2. HOW TO PREPARE FOR A FIELD TRIP

The following are suggestions of things to do to get ready. Each group will need to work out its own procedures depending upon the needs and interests of the group. However, there are some areas of definite responsibility.

- a. The teacher should be responsible for the following:
 - guiding the choice of field trip and selecting the time at which the children will profit most by the experiences offered by the trip.
 - investigating the situation, if possible taking the trip in advance, to become familiar with the place to be visited, the things to be seen on the way to and from the place to be visited.
 - obtaining permission for the trip from the principal before discussing it with the group, the person in charge of the place to be visited, and the parents of the children.
- b. Much of the field trip experience can be cooperatively planned. A teacher and class can do the following:
 - list the things they expect to see and the questions they would like to have answered. Children may decide who will be responsible for getting answers to their questions.
 - gather information before the trip using books and audio-visual materials.
 - discuss every detail of the trip such as:
 - time--date, hour of departure, time to be spent on the trip.
 - transportation -- how the group will travel and the safety rules to be observed.
 - group needs -- social responsibilities of each individual as a member of the group, the organization of the group enroute and while on the trip, the possible need for members of the School Patrol.
 - personal needs -- type of clothing needed, need for lunch, special equipment or tools.

c. Suggested Preparation Sheet for Field Trip

(1). Occupational Study Area: _____

(2). Firm Name and Address: _____

(3). Firm or Person's Telephone Number: _____

(4). Contact Person and Title: _____

(5). Thank you notes to: _____

(6). Prospective Date for Visit: _____

(7). Curriculum to relate to field trip:

(8). Questions for the person interviewed:

(9). Unusual aspects of the occupation:

(10). Classroom related activities:

3. HOW TO PLAN A FIELD TRIP

A field trip can be one of the most rewarding educational experiences of the school year for both students and teachers if it is properly planned. The following is offered as a guide to planning a successful field trip. Each teacher can adapt the suggestions to suit his own grade level, subject area, or administrative frame work.

a. Educational Objectives

The idea for a field trip usually originates with an instructional need or objective. If the teacher determines that the objective can be met most effectively by a field trip, the site for the field trip is carefully selected. The community resource is previewed and evaluated before the final selection is made.

After a particular site has been selected, it is then studied to see if additional objectives can be met by the same visit. However, it is a mistake to try to accomplish too much on a single visit. If the students are required to take in too much information or are not given enough time to see all that is going on, they may become confused rather than enlightened.

b. Advance Planning

Once a site for the field trip has been selected, there are five steps that will help to insure a smooth trip:

- | | |
|-------------------------------------|--|
| (1). Secure administrative approval | (4). Secure parental permission |
| (2). Contact the resource | (5). Secure extra supervisory help if needed |
| (3). Arrange for transportation | |

c. Administrative Approval

Any field trip which takes students off the school campus must be done within the framework of local school policy. The administrators will want to know the purpose of the trip, the place, the date, and the time the students will be away from school, the cost, and the means of transportation before giving their approval for a field trip.

d. Contact the Resource

Most of the places that schools will want to visit on a field trip are in existence for purposes other than public education. For this reason the school will need to consider the needs and convenience of the resource to be visited. Some of the details to be worked out with the resource contact person include the purpose of the visit, the date and time of the visit, the length of the visit, the number of students that can be accommodated, and any special procedures required by the resource such as safety precaution or admission charge. A letter from the teacher to the resource is desirable to confirm the visit.

e. Arrange for Transportation

Follow local policy and appropriate procedures.

f. Parental Permission

Most school districts require some form of parental approval before a student is allowed to leave the school grounds. A form which gives the place, date, time, and provides a place for the student's name and the parent's signature is usually sufficient. For example:

_____ has my permission to go on a school
 Student's name
 sponsored field trip to _____ on _____,
 Place Date
 1975 from _____ o'clock to _____ o'clock.

 Date Signature of parent or guardian

g. Supervisory Help

An adult for each ten or fifteen students will usually provide sufficient supervision on a field trip. The maturity of the students and the nature of the field trip will affect the number of adults needed. Parents or administrative personnel are most often called upon for this kind of help. A letter outlining the place, date and time of the field trip, the purpose of the field trip, and the duties they are expected to perform will help them do their job more effectively.

h. Preparation of Students

Every field trip will require its own kind of student preparation. There are some steps that the teacher will almost always need to take with the students.

- | | |
|--------------------------------------|--------------------------|
| (1). Give details of the trip | (4). Explain the ground |
| (2). Explain the purpose of the trip | rules for the trip |
| (3). Specific Observations | (5). Assign special jobs |

Details of the trip - The students will need to know the date, time, and place of the field trip, the length and the cost (if any) of the field trip. These details are often given at the same time the forms for parental permission are distributed.

Purpose of the trip - A discussion of the educational objectives and of how the trip fits into the total instructional program will be very beneficial to the students.

Specific observations - During the preview visits the teacher will probably notice several things about the resource that are particularly significant for the class and will want to call these things to the attention of the students.

Explain ground rules - The students should be made aware of rules and procedures for such matters as boarding the bus, conduct on the bus, departing the bus, entry into the resource, conduct during the visit, safety precautions, arrangements (if needed) return trip arrangements, and transportation home if the field trip ends after school is out.

Assign special jobs-Special jobs such as photographer, recorder, monitor, reporter may be assigned to students if the field trip is appropriate and the students are mature enough to do the jobs. If the teacher plans on assigning special jobs to students, they should be given as much notice as possible in order to adequately prepare and equip themselves for the job.

1. Follow-up Activities

There are several follow-up activities that will help make the field trip meaningful. If anyone made pictures or recordings of the visit, they should be presented to the class. Student reports are also appropriate in many cases.

Sometimes a great deal of interest is aroused by a field trip and many meaningful projects can be started as a result of the high interest. However, neither the preparatory nor the follow-up activities should be allowed to turn the field trip into a chore rather than an exciting event.

A letter of thanks to the resource and to the helpers on the trip will go a long way to insure future trips.

j. Evaluation

After the field trip is completed, it will be valuable if the teacher will take the time to evaluate the trip. Were the objectives of the trip met? Was the trip worth the time and expense involved? Is there another place that might have more educational value? Were the facilities adequate? Was there a presentation by someone from the resource? Was the length of the visit long enough? Too long?

The answers to these questions along with a brief description of what went on during the visit will be of great benefit to the teacher and to other teachers for future planning if they are kept in a reference file.

Check List

Educational Objectives

- (1). ☐ Set major objectives
- (2). ☐ Preview and evaluate resources
- (3). ☐ Select site for field trip
- (4). ☐ Set minor objectives

Advance Planning

- (1). ☐ Secure administrative approval
- (2). ☐ Contact the resource
- (3). ☐ Arrange for transportation
- (4). ☐ Secure parental permission
- (5). ☐ Secure extra supervisory help

Preparation of Students

- (1). ☐ Give details of the trip
- (2). ☐ Explain the purpose of the trip
- (3). ☐ Suggest things to watch for
- (4). ☐ Explain the ground rules for the trip
- (5). ☐ Assign special jobs

Follow-up Activities

- (1). ☐ Student reports
- (2). ☐ Student projects
- (3). ☐ Thank you letters

Evaluation

- (1). ☐ Were objectives accomplished
- (2). ☐ Was time and expense reasonable
- (3). ☐ Are future trips desirable

F. STUDENT NEEDS ASSESSMENT

1. TEXAS EDUCATION AGENCY LEARNER

OUTCOMES - SLIDE/TAPE PRESENTATION. Page 101

2. CAREER EDUCATION LEARNER OUTCOMES

CATEGORIES - TRANSPARENCY PRESENTATION. Page 102

3. NEEDS ASSESSMENT OF CAREER EDUCATION

LEARNER OUTCOMES. INSTRUMENT 1. Page 103

4. NEEDS ASSESSMENT ANALYSIS

(INSTRUMENT 2) Page 104

5. SCHOOL DISTRICT COMMUNITY NEEDS

OUTCOMES. INSTRUMENT 3. Page 105

1. TEXAS EDUCATION AGENCY LEARNER OUTCOMES (SLIDE/TAPE
PRESENTATION)

NOTES

Attitudes

Methods

Organization

2. LEARNER OUTCOME CATEGORIES (TRANSPARENCY PRESENTATION)

NOTES

INSTRUMENT # 1

3. NEEDS ASSESSMENT OF CAREER EDUCATION LEARNER OUTCOMES

INSTRUCTIONS: Your task on this instrument is to rank order from 1 (greatest need) to 9 (least need) by grade level, the nine areas of importance in preparing your students for the world of work.

Read the description for each of the nine areas first and then put a "1" in the blank next to the area where your typical student most needs instruction. Use column # 1, the individual rank column, for this activity. Place a "2" in the blank next to the area of second greatest need, and so on. Areas which you think are inappropriate for your students should be ranked last, of course.

Grade Level (Circle One) K-2 3-4 5-6 7-8 9-10 11-12

#1	#2	#3
ind.	grp.	grp.
rank	total	rank

CATEGORY

DESCRIPTION

Career Planning and Decision Making--This area includes those skills necessary for setting personal goals, planning for achieving those goals, and using rational decision-making skills to reach those goals.

Career Information--This area includes the skills for obtaining career information and a knowledge of enough careers to have a broad view of the whole realm of work.

Job Acquisition and Retention--This area includes the knowledge and skills one must have not only to locate and apply for a job but also to keep that job.

Attitudes and Appreciations for Career Success--This area includes those attitudes about work which are basic to the work ethic in America.

Skills in Human Relationships for Careers--This area includes all of the skills necessary for successfully working with and for others such as the ability to work in a group, to be a leader and a follower, etc.

Self-Investigation and Evaluation for Career Success--This goal includes the abilities which permit a student to examine and assess himself relative to careers and to develop a positive self-concept.

Personal/Work/Societal Responsibilities--This area includes those understandings of the responsibilities of work as they relate to one's self, fellow workers and society as a whole.

Economic Factors Influencing Career Opportunity--This area includes basic understandings of America's economic system and how that system relates to the individual worker.

Education/Career Opportunity Relationships--This area includes the ability to use and understand the need for those skills of communication and math basic to functioning in this society.

INSTRUMENT # 2

4. NEEDS ASSESSMENT ANALYSIS

Directions

In order to help you interpret the results of your summary of Instrument # 1, it is necessary to provide you with some standard of how these categories should be ranked on each grade level. Though no direct empirical data currently provides this ranking, an analysis of the goals by grade level grouping has been developed according to an interpretation of existing indirect empirical data coupled with a knowledge of generally accepted theories of career development. Until such time as more pertinent data is generated, these observations are all that can be provided to you. You are encouraged to disagree with these rankings.

For each grade level grouping, the theoretical rank ordering has been displayed with corresponding blanks provided for the rankings as determined by the responses of your teachers. The nine categories may be loosely divided into three groups. The top three categories represent those goals which deserve greatest emphasis in instructional activities at a given grade level grouping, the next three categories represent those goals which deserve only a moderate emphasis, while the last three categories represent those goals which merit the least emphasis. Deviations from these groupings in the rankings by your teachers should be closely reviewed to determine the cause of that deviation.

In the first three grade level groupings (K-2, 3-4, 5-6) deviations usually are a result of teachers trying to prepare students with skills and knowledges which are incompatible with their stage of career development. In the last three grade level groupings (7-8, 9-10, 11-12) this may be the case, too. However, an additional possibility may be that career development skills which should have been gained earlier in a student's education were not, and a condition needing remedial action exists.

INSTRUMENT # 2

Grade Level Grouping: **K-2**

Theoretical
Ideal
Rank
Number

Theoretical Ideal Ranking

District Ranking
(write in category name)

- | | |
|--|----|
| 1. Attitudes and Appreciations | 1. |
| 2. Skills in Human Relationships | 2. |
| 3. Personal/Work/Societal Respons. | 3. |
| 4. Education/Career Opportunity Rel. | 4. |
| 5. Self-Investigation and Evaluation | 5. |
| 6. Career Information | 6. |
| 7. Economic Factors Infl. Career Opp. | 7. |
| 8. Career Planning and Decision Making | 8. |
| 9. Job Acquisition and Retention | 9. |

Grade Level Grouping: **3-4**

Theoretical Ideal Ranking

- | | |
|--|----|
| 1. Attitudes and Appreciations | 1. |
| 2. Skills in Human Relationship | 2. |
| 3. Education/Career Opportunity Rel. | 3. |
| 4. Personal/Work/Societal Respons. | 4. |
| 5. Self-Investigation and Evaluation | 5. |
| 6. Career Information | 6. |
| 7. Economic Factors Infl. Career Opp. | 7. |
| 8. Career Planning and Decision Making | 8. |
| 9. Job Acquisition and Retention | 9. |

Grade Level Grouping: 5-6

Theoretical Ideal Ranking

1. Skills in Human Relationship
2. Education/Career Opportunity Rel.
3. Personal/Work/Societal Respons.
4. Attitudes and Appreciations
5. Self-Investigation and Evaluation
6. Career Information
7. Economic Factors Infl. Career Opp.
8. Career Planning and Decision Making
9. Job Acquisition and Retention

District Ranking (write in category name)		Theoretical Ideal Rank Number
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Grade Level Grouping: 7-8

Theoretical Ideal Ranking

1. Self-Investigation and Evaluation
2. Career Information
3. Education/Career Opportunity Rel.
4. Skills in Human Relationships
5. Career Planning and Decision Making
6. Attitudes and Appreciations
7. Economic Factors Infl. Career Opp.
8. Personal/Work/Societal Respons.
9. Job Acquisition and Retention

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

INSTRUMENT # 2

F

Grade Level Grouping: **9-10**

Theoretical Ideal Ranking

1. Career Information 1.
2. Economic Factors Infl. Career Opp. 2.
3. Career Planning and Decision Making 3.
4. Self-Investigation and Evaluation 4.
5. Job Acquisition and Retention 5.
6. Skills in Human Relationships 6.
7. Education/Career Opportunity Rel. 7.
8. Personal/Work/Societal Respons. 8.
9. Attitudes and Appreciations 9.

District Ranking
(write in category name)

Theoretical
Ideal
Rank
Number

Grade Level Grouping: **11-12**

Theoretical Ideal Ranking

1. Career Planning and Decision Making 1.
2. Job Acquisition and Retention 2.
3. Economic Factors Infl. Career Opp. 3.
4. Career Information 4.
5. Self-Investigation and Evaluation 5.
6. Skills in Human Relationships 6.
7. Education/Career Opportunity Rel. 7.
8. Personal/Work/Societal Respons. 8.
9. Attitudes and Appreciations 9.

5.

INSTRUMENT # 3

SCHOOL DISTRICT SUMMARY OF CAREER EDUCATION LEARNER OUTCOME NEEDS ASSESSMENT INFORMATION

PRIORITY RANKING OF CAREER EDUCATION LEARNER OUTCOME CATEGORIES BY GRADE LEVELS									
Grade Levels	Career Planning	Career Info.	Job Acq.	Att. and Apprec.	Skills in Hum. Rel.	Self - Inv. and Eval.	Per/Work Soc. Resp.	Economic Factors	Ed./Career Opp. Rel.
K - 2									
3 & 4									
5 & 6									
7 & 8									
9 & 10									
11 & 12									
K-12 Category Totals									
K-12 priority rankings (1-9) by category									

CAREER ORIENTED EDUCATION CURRICULUM INFUSION EXERCISE

(GROUP) TOPIC TITLE: _____

(GROUP) GRADE LEVEL: _____

I. Goals, Objectives and Learner Outcomes

A. Teacher Goals (3)

B. Learner (Behavioral) Objectives (2)

C. Learner Outcomes

Consider top 3 categories and Learner Outcomes in those categories appropriate to group topic. (Refer to Needs Assessment Instrument # 2 and TEA Basic Learner Outcomes Document.)

VI. Subject Content Tie-In Activities

A. Language Arts (one activity)

B. Math (one activity)

C. Science (one activity)

D. Social Studies (one activity)

E. Other Subject Areas (one activity) - (Art, Music, Industrial Arts, etc.)

VII. Hands-On Activities (one activity)

VIII. Resource Persons (one example)

IX. Field Trips (one example)

X. Role Playing (one activity)

XI. Guidance (one activity)

XIII. Resource Materials (five)

**G. CAREER ORIENTED EDUCATION CURRICULUM
AND INFUSION FORMAT**

1. CURRICULUM INFUSION FORMAT..... Page 119
2. CURRICULUM EXAMPLES
 - a. THE SCHOOL - GRADES K-1..... Page 119
 - b. CAREER OPPORTUNITIES IN CITY
GOVERNMENT - GRADES 7 & 8..... Page 145
3. CURRICULUM TOPICS..... Page 163

1. CAREER ORIENTED EDUCATION
CURRICULUM INFUSION FORMAT

INTRODUCTION

A brief one (1) or two (2) paragraph statement that explains the curriculum topic and its outcomes.

I. Goals, Objectives and Learner Outcomes

A. Teacher Goals (General Statements)

Written starting with the word "to", these goals explain what the teacher hopes to accomplish with the student.

Example: To expand the student's attitudes about the work community and his relation to it.

B. Learner (Behavioral) Objectives

These objectives are a statement of measurable student behaviors.

Example: The student will be able to list a minimum of ten (10) workers whose jobs are directly related to the building construction industry.

C. Learner Outcomes

These are derived from the Texas Education Agency document Basic Learner Outcomes for Career Education which lists 177 learner outcomes that attempt to define career education in terms of the skills and characteristics a 17 year old high school student should have in order to successfully enter and participate in the world of work. These 177 outcomes are grouped under 9 basic categories which can be traced back to specific elements of the Goals for Public School Education in Texas.

Schools and individual teachers determine which learner outcomes are relative to specific grade levels by ranking the instructional needs of students within the 9 basic categories that are important to successful career development.

II. General Information

A. Definition of Terms

Defined under this heading are those key terms that are used.

Example: Construction: The act or process of constructing; the business or work of building.

B. Vocabulary

Vocabulary terms that relate to the topic of study are suggested here.

Example: Floor Plan, Labor Union, Blueprint

III. Occupational Information and Description

Job Facts: Information students and teachers can find out from each worker studied. This information can be found by researching in the Occupational Outlook Handbook, the Dictionary of Occupational Titles, occupational briefs, library sources, or by interviewing and observing.

Example: A. General Description

B. Job entry

C. General requirements

D. Working conditions and benefits

E. Occupational listings

IV. Motivational Activities

These include methods, activities and materials, used to motivate the student and interest him in the topic.

Example: Take the class on a field trip to a construction site in the neighborhood.

Show appropriate films.

Make a bulletin board display.

Display books and materials.

Involve students in planning the topic and selecting one (1) area to investigate.

Collect floor plans and blueprints.

V. Research and Study Activities

These activities are designed to stimulate student interest and to relate the topic more closely to individual needs and interests. Through these activities, students and teacher investigate work roles, job characteristics, duties, etc.

Example: Give an interest inventory or pretest.

Do research projects on interest areas.

Discuss high costs of large equipment.

Make vocabulary and occupational listing charts.

Involve students in planning a topic and have them select one area to investigate.

Discuss job characteristics and personal qualifications.

VI. Subject Content Tie-In Activities

These suggestions are for activities that can relate subject content to the topic and show the applications of subject content to the work roles discussed.

A. Language Arts

Example: Make telephone calls into the community to obtain information.

Make oral reports.

Role play occupations.

B. Math

Example: Compute prices of materials in making "bids".

Draw floor plans to scale.

Discuss applications of math skills to construction industry.

C. Science

Example: Discuss applications of scientific knowledge to the building trades.

Talk about materials and their properties.

Study tools and equipment.

D. Social Studies

Example: Define the terms, labor union and collective bargaining.

Compare and contrast modern construction materials and methods with those used long ago.

E. Other Subject Areas

Example: Art - Make a mural of building activities.

VII. Hands-on Activities

Plan activities that help to stimulate characteristics of work role duties as closely as is possible.

Example: Divide into construction companies, select a project, price materials and prepare "bids".

Make question and answer boards from plywood.

Build models of house plans.

Plan and construct playground equipment.

VIII. Resource Persons

The purpose of using resource people from the community is to: promote community involvement within the educational process; help close the "credibility gap" between the school and the community; provide students opportunities to consider how workers feel; and provide opportunities for students to experience personal interaction with adults.

IX. Field Trips

The purpose of conducting field trips is to: demonstrate the interrelation of the school and community; promote community involvement within the educational process; provide an opportunity for students to see "real" people using classroom subject matter skills and concepts in work roles; and provide an opportunity for students to "feel" work settings.

X. Role Playing

Role playing activities are those activities in which students participate in simulated work situations, utilize occupational characteristics, and experience a number of work roles.

XI. Guidance

Guidance services should be available to all students because of the vital function it has in a Career Education Program. Guidance activities provide for: opportunities for social interaction and decision making; assessment of individual contributions and feelings; students to discuss feelings experienced as a result of role playing and other career education activities and the encouragement of students to assess their likes, dislikes, strengths, and weaknesses in terms of career choice and decision making.

XII. Follow-up Activities

These are used after the topic has been presented to help reinforce what was learned.

Example: Display projects and materials.

Use vocabulary and spelling words in spelling games.

XIII. Materials, Supplies and Equipment

Suggest the items that might best be utilized in the topic activities.

Example:	poster paper	magic markers
	rulers	construction paper
	square	crayons

XIV. Evaluation

A. Self-evaluation

This section assesses the effectiveness of the teacher's planning, utilizing methods and materials, etc.

Example: Did I maintain a classroom atmosphere conducive to learning?

Did I generate the maximum level of interest and participation?

Did I program activities so as to individualize instruction?

B. Observations of the Student

Included here are suggestions for general observation of behavior.

Example: Observe the student's use of communication skills.

Observe for evidence of individual research and task completion.

C. Written Evaluation (Pre-Posttest)

Example: Name ten (10) jobs you can think of in the construction industry.

Describe the duties of each.

(Refer to Behavioral Objectives)

XV. Resource Materials and Bibliography

A. List books, pamphlets, periodicals, briefs, booklets, audio-visual and other materials which are used for research purposes and topic development.

B. Include addresses of additional sources of information and materials to which students and teachers can write or refer to.

2a. CAREER ORIENTED EDUCATION (ELEMENTARY EXAMPLE)

THE SCHOOL

GRADES K & 1

INTRODUCTION

Although most children have been to school to visit, they will not necessarily be familiar with the school that they will attend. The actual physical plant and the personnel employed are not familiar to the children. The school, as a topic of study, can help children to develop positive attitudes toward school which they can carry with them throughout kindergarten, their first year in school, and perhaps, throughout life. This study of the school is written basically to orient children to school activities. The child's knowledge of his world is extended even further as he is presented with information concerning the school and its staff and as he becomes aware of his role and his job in school in relation to other people.

I. Goals, Objectives and Learner Outcomes

A. Teacher Goals

1. To broaden students' knowledge of the functions and operations of the school.
2. To stimulate students' respect for persons, regardless of their occupation.
3. To familiarize students with the layout of the physical plant of the school.
4. To increase the student's knowledge of his role in relation to the community.
5. To give the children additional opportunities for identifying their self-characteristics in relation to those of school workers.
6. To enable students to develop an awareness of the need to be responsible.
7. To provide opportunities for a child to see the need to cooperate with others.
8. To develop an awareness of a need to respect the property and rights of others.
9. To provide opportunities for a child to see the need for safety at school.
10. To generate in the child a knowledge of the need for learning to read.

B. Learner (Behavioral) Objectives

1. At the conclusion of this topic of study, the student will be able to define the term school to the satisfaction of the teacher.
2. At the conclusion of this topic of study, the student will be able to name five school positions to the satisfaction of the teacher.

3. At the conclusion of this topic of study, the student will be able to describe the duties of three school positions to the satisfaction of the teacher.
4. At the conclusion of this topic of study, the student will be able to arrange the grade levels from kindergarten through grade six in their respective order to the satisfaction of the teacher.
5. At the conclusion of this topic of study, the student will discuss the difference between the teacher's role, the principal's role and the custodian's role to the satisfaction of the teacher.
6. At the conclusion of this topic of study, the student should be able to read the title over his own classroom, the boys' restroom, the girls' restroom, the principal's office, the cafeteria and the library to the satisfaction of the teacher.
7. At the conclusion of this topic of study, the student should be able to name five ideas for safety on the playground to the satisfaction of the teacher.

C. Learner Outcomes

1. Personal/Work/Societal Responsibilities

- a. The student should demonstrate appropriate behavior for working with or without supervision and for working independently or with others.
- b. The student should be able to discuss what he feels might be the consequences to others and himself if he does not practice good work habits.
- c. The student should be able to give examples of irresponsible behavior on his part and indicate (1) what the consequences were and (2) what he might have done in the situation to exhibit responsible behavior.
- d. The student should understand the consequences for non-compliance to modes of behavior determined by the society.

- e. The student should be able to identify responsibilities which he would have to himself and responsibilities he would have to fellow workers when performing a task or job.
- f. The student should be able to give several examples of good work habits, such as punctuality and planning one's work.
- g. The student should understand that non-participation and/or destructive acts can threaten the rights of others.
- h. The student should be able to identify good safety habits which would apply on the job as well as at home.

2. Attitudes and Appreciation for Career Success

- a. The student should be concerned with the concept of quality in relation to a task or job.
- b. The student should possess a positive attitude toward the quality of his work in a given area, displaying the awareness of an enriched self-concept due to this quality.
- c. The student should want to work for personal satisfaction and independence.
- d. The student should understand the importance of staying with a task until it is completed.
- e. The student should demonstrate his development of positive attitudes toward specific occupations, understanding their usefulness, and dignity within society.

3. Skills in Human Relationships for Careers

- a. The student should be able to understand the difference between the relationship of a worker to a superior, and of a worker to a peer.
- b. The student should be able to understand why it is necessary to exhibit "good" manners both on the job and in social relationships.

- c. The student should display a positive attitude toward all individuals working and enjoying the fruits of their labor regardless of race, religion, sex, ethnic, or socio-economic origin.
- d. The student should display respect for people of different races or ethnic origins.

II. General Information

A. Definition of Terms

- 1. School - A school is an institution for the instruction of children.
- 2. Teacher - One who teaches, especially one hired by a school to teach or impart knowledge, instructions or skills.
- 3. Student - One who attends a school, college or university.

B. Vocabulary

- 1. School
- 2. Teacher
- 3. Student
- 4. Principal
- 5. Cafeteria
- 6. Librarian
- 7. Secretary
- 8. Kindergarten
- 9. Elementary
- 10. Nurse
- 11. Superintendent
- 12. Cook
- 13. Custodian
- 14. Bus Driver

III. Occupational Information, Description and Listings

A. General description

Schools have been in existence for thousands of years. Early Greek and Roman schools were attended by boys only and were held in the open air. In 570 A.D., the schools passed into the control of the Catholic Church. Gutenberg's invention of the printing press between 1438 and 1445 gave schools and education a new tool with which to

teach. Many schools in the Middle Ages were run by the guilds which were trade organizations similar to present-day trade unions. The first known public school was founded in the Netherlands in the 1300's. The colony of Massachusetts was the first to start a system of schools run by the government and supported by the public for all children. Early American schools were modeled after English ones. Public elementary schools flourished in the United States in the 18th Century. The tradition of public education continues today. At the present, about three out of ten people of all ages participate in the educational process as students or teachers. Many more read and study on their own.

Teaching, especially elementary school teaching, is the largest field of professional employment for women and is an expanding one for men. In addition to the large number of classroom teachers there is a large number of special teachers, principals, supervisors and superintendents working in both public and private elementary schools. Other professional people in the elementary schools include librarians, dietitians, and paraprofessional teachers' aides.

Besides these professional workers, many people are involved as support personnel in elementary schools. Non-professional workers include bus drivers, cafeteria workers, secretaries, clerks, maintenance workers and custodians. Their services are vital to the smooth functioning and normal operation of the school.

B. Job entry and preparation

A person desiring employment in the field of education should check the necessary requirements for the particular job he desires and prepare himself for the job whether it involves professional college training, graduate study, vocational school training or general knowledge and experience.

C. General requirements

Every state in the United States requires public school teachers to have a certificate and some states also require parochial and private school teachers to be certified. Certification requirements vary from state to state, but the most common requirements are four years of college training with a certain amount of professional education courses.

Other professional personnel must fulfill certification requirements in order to be qualified to hold a job in a school system. Individual states and school systems within the state may have different requirements for professional workers.

Non-professional workers such as cafeteria workers must meet Health and Sanitation qualifications and have a regular physical examination. Bus drivers must meet licensing requirements and maintain a good driving record.

D. Working conditions and benefits

Teachers and others who work directly in the schools may expect to work fairly regular hours and have liberal designated holidays. One drawback of the teacher's job is that she regularly must take work home with her after regular school hours in order to make plans, grade papers, prepare assignments, and so forth.

Other school workers such as custodians and cafeteria workers have regular working schedules which may involve their arriving at school early in the morning before students and other workers must report.

For a person dedicated to working with children and interested in helping them learn more about themselves and the world in which they live, teaching and working directly with the elementary school is an excellent choice of an occupation.

E. Occupational listings

1. Teachers

a. Kindergarten and nursery school

(1) Some schools require formal college preparation or else specialized training in child development. Public school Kindergarten teachers are required to have a college education. In this, as in other positions in education, patience, understanding, enthusiasm and energy are required for success.

(2) Teaching duties include the following:

(a) Instruction in good health and safety habits.

- (b) Instruction in basic math procedures (counting straws, reading calendars and clocks, students' weighing themselves, etc.)
- (c) Introduction to reading made through story telling and picture books.
- (d) Introduction to music accomplished through singing and dancing.
- (e) Emphasis on student relations, fostering communication and satisfactory adjustments.

b. Elementary teachers

- (1) A minimum of a Bachelor's Degree with a certain number of hours in education, plus student teaching experience as part of the curriculum is necessary for certification in this field. It is highly important that the teacher enjoy working with children and delight in their enthusiasm, curiosity and energy. The elementary teacher must be able to talk to children on their level with no element of condescension toward them.
- (2) The classroom teacher is responsible for basic subjects and utilizes various types of equipment and visual aids to make presentation of the lesson more stimulating and effective.
- (3) Ideally, the teacher maintains good lines of communication with parents and community.

c. Special teachers

- (1) Teachers of exceptional children
 - (a) Such a position involves highly specialized college preparation to deal with problems of this area.
 - (b) This teacher must be especially patient and skillful in her dealings with others.

(2) Teachers of physical education

- (a) In this field, an individual is chiefly concerned with the physical (and mental) well-being of his students. This person must have special training in planning and handling the activities and exercises.
- (b) A great amount of energy and enthusiasm is demanded by this position.

(3) Teachers of art and music

- (a) These positions require special preparation in art and music education
- (b) Acting as consultants and resource people, these teachers supplement the regular program of art and music in the classroom.

(4) Teachers' aides and paraprofessionals

- (a) Some training or special preparation is necessary for this position.
- (b) Duties center on clerical and professional assistance of classroom teacher in her duties.

(5) Teachers of speech

- (a) A minimum of a Bachelor's Degree is required here.
- (b) Associated duties include: identification of individual problems, referral of severe problems to proper attention, and administration of basic speech exercises.

2. Associated personnel

Librarians

- 1. A Bachelor's Degree in Library Science is a necessary prerequisite for this position.
- 2. The librarian's duties must include: planning or physical arrangement of library, assisting readers, selecting and purchasing supplies, supervising use of audio-visual equipment, and organizing reference materials.

3. Special personnel (nurses, counselors, social workers, etc.)

a. School nurse

- (1) Depending upon the school the nurse may be a Registered Nurse, Licensed Practical Nurse or a volunteer parent or aide.
- (2) Among the duties of the nurse: treatment of minor medical problems, administering and supervision of tests (hearing, vision, etc.), and advising on health problems.

b. Counselors

- (1) Educational and experience requirements vary widely from state to state.
- (2) Counselors are involved in testing and evaluation of students, advisement of career and education problems. Many times they are expected to solve or mediate communication problems the student may have with home or school.

c. School psychologists

- (1) A minimum of a M.A. Degree is required.
- (2) Their work is usually directed toward helping the emotionally disturbed, delinquent, the traunt or so-called "problem child" or preventing his problems before they occur.
- (3) Also, they work to aid teachers and administrators in understanding psychological concepts of their students.

d. Visiting teacher (school social worker)

- (1) Requirements of education and experience vary from state to state.
- (2) Student problems affecting performance and attendance are the main focus of this position. This position involves concentration on community and family situations as they affect the student in school. With this special knowledge of the student's home problems, the teacher is able to inform and assist other staff members.

4. Principals

- a. This position requires a minimum of a Masters Degree in Administration. Ideally the principal should be a person well-suited to working with a variety of people and adapted to solving numerous problems associated with the school.
- b. Responsibility for all activities of the school rests on the Principal, including the selection and support of teaching personnel. Also, the Principal acts as the administrative link between the policy-making Board of Education and the active personnel in the schools.

5. Superintendents

- a. Depending upon the size of the system, minimum requirements may vary from Master's Degree to the Doctorate level of Administration. A wide range of educational experience in all phases of the field would be advisable for this position.
- b. Basically, he is a top executive in a large enterprise with most of his attention directed toward the educational policy of his system.

6. Supporting personnel

- a. Office personnel
 - (1) Ordinarily this position requires no specialized training beyond general secretarial skills.
 - (2) Duties would include the following clerical activities.
 - (a) Responsibility for all telephones
 - (b) Responsibility for public address announcements
 - (c) Responsibility of Principal's correspondence
 - (d) Responsibility for filing of school records

- (e) Responsibility for processing purchase orders of supplies and equipment
- (f) Responsibility for greeting and welcoming visitors and the public
- (g) Responsibility for handling school attendance records (ADA)
- (h) Responsibility for handling school supplies for classroom use (paper, pencils, erasers, chalk, etc.)
- (i) Responsibility for mimeographing materials for teacher use.

b. Cafeteria personnel

(1) Dietician

- (a) Educational requirements include a Bachelor's Degree in Home Economics with concentration in food preparation and planning.
- (b) Duties would include: planning nourishing, appetizing and wholesome menus at low cost, and supervising all aspects of food preparation from selection and purchase through actual serving of meals.

(2) Cook

- (a) Experience and education requirements include a high school or vocational school education and the most important requirement -- on-the-job training. Special requirements would be a close attention to personal cleanliness, a keen sense of smell and taste and ability to cooperate with group. Health Department regulations demand periodic personnel medical examinations. Observance of State sanitation requirements for personnel and plant is necessary. A certain amount of physical activity is involved.
- (b) This job involves the actual preparation of finished meals from the prepared foodstuffs.

(3) Cook's helpers

(a) On-the-job training and experience would be the most important preparation for this job. This position is a fairly active one as tasks involving a degree of physical strength are involved.

(b) Various assignments in this area:

Food preparers (organization of food and utensils to be utilized by cooks)

Food servers (handle actual dispensing of food) for cleaning of utensils and facilities; also, they must see that equipment is ready when needed)

Ordinarily these various tasks are rotated among kitchen personnel so that no one person handles the same duties continuously.

7. Maintenance Staff

a. Chief custodian

(1) His education and experience preparation for this position would involve a vocational education and a variety of actual work training. A custodian must have a knowledge of all phases of maintenance. As this job involves physical labor, strength and energy are definitely required.

(2) Cleaning and maintenance duties are the main concern of this job. Various duties involve:

(a) Changing light fixtures

(b) Replacing pencil sharpeners

(c) Making plumbing repairs

(d) Emptying and disposing of waste

(e) Maintaining and caring for lawns, shrubbery, and landscaping

(f) Making minor repairs such as replacement of broken glass and damaged items.

G

(g) Regulating heating and cooling of physical plant.

(h) Raising and lowering flag.

8. Transportation (school bus drivers)

- a. No specific educational preparation is needed, but applicant usually has to pass both written and physical examinations. Special requirements are an operator's license and a minimum one year's driving experience. The most important requirements are good vision, steady nerves, quick reflexes, excellent coordination, a sense of humor and friendly disposition.
- b. Duties: the driver is responsible for the safe transportation of students between home and school and he is responsible for maintaining good operating condition of his bus.

IV. Motivational Activities

- A. Show a film such as "Going to School is Your Job". Follow with a class discussion with the children talking about what was seen in the film and how this applies to their daily lives. This activity might be a good stimulus for an oral language activity such as the sharing of personal experiences and feelings about school and school workers.
- B. Show an appropriate filmstrip and follow with a class discussion.
- C. Take a tour of the school facility and playground. Discuss rules to be followed in the building before beginning the tour. Introduce the children to the principal, secretary, custodian, cafeteria workers, librarian and teachers' aides. Discuss the fact that there are other teachers in the building. Note the titles above each door and the fact that a certain combination of letters spell these words. After the tour, hold a class discussion about the persons the children met and their respective titles. When returning to the children's own classroom, note the name and number of the room. Also, discuss safety rules that would apply with different equipment on the playground. (Reinforce these ideas when the opportunity presents itself.)

- D. Introduce a resource person either to discuss the school or a work position in the school. This can be done using several different persons on different days.
- E. Hold a class discussion of school personnel, listing ideas on the chalkboard. This will help to determine the students' knowledge of the school and its operation.
- F. Prepare a design of the school plant. Discuss the different areas, beginning with the classroom where the children are located. Let the class draw pictures of the school building. (This could be an outdoor activity.)
- G. Make a display of library books and other materials related to schools and school workers. Encourage the students to look at them during their free time.
- H. Make pictures of the school personnel. Place them in a bulletin board display. Label them according to their respective titles. Let the children discuss which of these persons they have seen. Introduce those whom the children do not recognize.
- I. Gather and display various "tools" of school workers and call the classes' attention to the display. Some "tools" that might be used are the teacher's pencils, chalk, record books and stencils; the mixing spoons, forks, and bowls of the cafeteria workers; the stenographic pad, pencil and attendance book of the school secretary; the gloves, broom and other equipment used by the custodian. These could be used in role-playing activities.

V. Research and Study Activities

- A. After various work roles have been identified, introduce role playing activities to the class. Set up different situations involving various workers and school personnel and have the children interchange roles so that they experience feelings related to each one. Some ideas for role playing are:
 - 1. You are the school secretary, and a student comes to you to tell you that he is tardy; what would you say?
 - 2. You are the school custodian, and someone has thrown paper on the restroom floor. What would you say to the next student coming into the restroom?

3. You are a cafeteria worker who is responsible for the cafeteria tables, and someone has just spilled their milk. What would you say?
 4. You are the librarian, and students have stacked the library books on the shelves in a disorderly fashion. What would you say to the class?
 5. You are the bus driver, and children will not remain seated on the bus. What would you say?
 6. You are the principal, and two boys have been throwing rocks at each other. What would you say?
- B. Let the children help with calling the roll each day by designating one person to tell who is absent. Discuss the fact that this is one of the teacher's duties.
- C. Direct the children in counting the number of boys in the room, the number of girls in the room, and the total number of children in the room. Discuss with them that a record is kept of this total by the secretary in the school office.
- D. Make a "helper chart" listing duties to be done each day. Provide places for the children's names. Each day place a different child's name by each duty. (Initially, discuss the chart so that the children are familiar with the name of the duty.) Discuss why classroom helpers are needed and why it is important to share jobs.
- E. Using magazines to find pictures, students can cut out pictures of schools and school activities. These can be used to make a collage for bulletin board display.
- F. Dramatize the total school day -- all phases and all activities from the beginning to the end of the day. Allow the children to assume the roles related to the different phases and experience the feelings of each role.
- G. Using a cardboard box, have the children construct a school building. In order to do this, further discussion could be held to discuss a school's physical plant. Small pieces of cardboard could be used to divide the building into different rooms. (Note that the school needs an office, a cafeteria, a library, restrooms, and classrooms.)

- H. Work in groups to plan cafeteria menus for a week. During this activity, talk about how the cafeteria workers and dietitian work to plan menus, prepare and serve the food, and clean up after the meal. Include some discussion of the preparation and skills needed in these jobs. Have a cafeteria worker talk with the students not only to discuss her job but to tell the children how they can be helpful in the cafeteria.
- I. Make a scrapbook or picture dictionary to illustrate new vocabulary terms. Individual students can be responsible for making the new pages and illustrating them.
- J. Students can make pictures of the various persons employed by the school.

VI. Subject Content Tie-In Activities

A. Language Arts

1. Make vocabulary charts of new words, terms and occupational listings to put on the wall. Children could illustrate with artwork or magazine cutouts.
2. Select appropriate films, film strips or teaching tapes to use as part of classroom activities.
3. Have individuals create artwork and use magazine cutouts to make pages of vocabulary terms for picture dictionary. Assemble pictures into central scrapbook and encourage students to read and work with it during their free time.
4. Students could also role play the various occupations identified. Encourage them to interchange roles to experience all feelings.
5. Select stories related to schools, school activities and workers to read to the class. Obtain simple titles such as "I Want to be a Teacher" or "How do Schools Help Us" for the children to read and report on.
6. Talk about the language and communication skills used most by school workers in their jobs. Devise situations in which students role play various jobs to see how these skills apply.

B. Math

1. Practice simple counting and enumerating by ones skills by having a mock inventory of library books, films, supplies, cafeteria charts, etc. Then have the children count the items by two's (2's) and five's (5's).
2. Talk about some of the various math skills necessary for school workers in their roles: counting, measuring quantities and lengths, computing prices and expenses, telling time, etc. Use role-playing activities to help children see how these math skills are applied.
3. Let each student help the teacher keep "Daily Attendance" figures for his class for a week and total the number present.
4. Devise work stories and problems related to preparation of cafeteria meals -- measurement of ingredients, portions, quantities, etc. Use basic addition and subtraction skills in these problems.
5. Have children demonstrate their understanding of odd and even, less than-greater than concepts by arranging students or objects in the room to illustrate these learnings.

C. Science

1. Talk about the need for good nutrition and eating habits. Relate the dietitian's and cafeteria workers' jobs to this need for providing good, nutritious meals, especially for growing children. Study basic four (4) food chart and then analyze school lunch menus for one (1) week according to the requirements.
2. Do simple experiments to illustrate chemical changes or changes in states of matter occurring around the school. Making bread and observing the action of the yeast, making Jello and watching it gel from a liquid to a semi-solid, watching the changes as water freezes into ice and then melts back into water, etc., are some simple activities.
3. Discuss some of the simple machines used by school workers in their jobs. Some obvious examples are levers, wheels and screws used by custodians, cafeteria workers, etc. Talk about how these machines aid workers. Students could make some of these or use them in class activities to demonstrate their effectiveness.

4. Discuss importance of light and ventilation in schools and regulation of heating and cooling for comfort. Talk about the possible effects being comfortable and being able to see well have on learning.
5. Notice the various building materials used in the construction of the school plant -- relate the materials and design used to the local climate and conditions. Talk about what other materials and designs might be used in colder/warmer climates.

D. Social Studies

1. Talk about the various ways that schools help individuals and the community -- helping children and adults get necessary education, serving as place for social interaction and adjustment to the group situation, providing enriching experiences for the community by serving as a central meeting facility, etc.
2. Continue an activity begun in the Research Exercises and talk further about the physical layout of the school. Use the model school built by the students and compare/contrast it with a map or design of their own school building. As an additional activity, have the children make designs or drawings of schools. Add these to bulletin board display.
3. Talk further about the various occupations directly and indirectly related to the school. Discuss characteristics of jobs -- whether they involve working with people or things mostly, how much physical activity is involved, whether the work is mostly indoor or outdoor, etc.
4. Make a wall chart depicting the various grade levels in public school systems. Discuss this with the children.

E. Art

1. Use butcher paper and tempera paint to make a mural depicting various scenes in school life.
2. Discuss the color spectrum and importance of interior color schemes in the school. (Neutral shades of basic, restful colors.) Analyze the color chart to determine why certain colors are used for school buses, stop signs and protective clothing for policemen and crossing guards.

3. Apply knowledge of color spectrum to the selection of "eye-pleasing" foods (green, yellow vegetables contrasted with orange and red trims, etc.) Do activities with cutouts of magazine "food" to demonstrate this idea.
4. Make puppets of assorted materials such as socks, tin cans, string, rushes, buttons, yarn, stockings, cardboard tubes, scraps of felt and material, etc.
5. Have students do individual pictures of school activities and school workers that interest them, using crayons, pastels, watercolors, etc.

VII. Suggested Hands-On Activities

- A. Use refrigerator box to make school bus -- cut out doors and windows, use extra cardboard to make tires and steering wheel. Paint bright yellow or orange, trim with black and use in role playing activities.
- B. Make a model school building from assorted cardboard or shoe boxes, clay, wood scraps, etc., and use in related activities.
- C. Utilize cardboard boxes to make such things as the principal's or secretary's desk to use in role playing simulations. Devise role playing situations in which individuals assume the roles of teacher, superintendent or principal and experience the responsibility of making administrative decisions, deciding on rules and punishment for breaking them, etc.
- D. Obtain supplies to make simple snack or lunch of soup, sandwiches, cookies, milk and fruit. Allow class to organize into groups to plan menu, make arrangements, set table, prepare and serve food and handle clean-up procedures afterward just as cafeteria workers do.

VIII. Suggested Resource Persons

- A. Superintendent
- B. Elementary Coordinator
- C. Principal
- D. Secretary
- E. Custodian
- F. Teacher
- G. Teachers' Aides
- H. Librarian
- I. Bus Driver
- J. Cafeteria Worker
- K. Transportation Foreman

IX. Suggested Field Trip Sites

- A. School Administrative Office
- B. Others schools in the school system
- C. Tour of their own school
- D. A trip to the bus barns

X. Suggested Role Playing Activities

- A. Role play different situations confronting a school employee.
- B. Role play the roles of a different worker's duties.
 - 1. Pretend to be the principal
 - 2. Pretend to be the secretary
 - 3. Pretend to be a teacher
- C. Set up a situation between two or three employees and let the students role play this.

XI. Suggested Guidance Activities

Emphasize getting along with others, taking turns and sharing through the use of the following multi-media kits:

- A. Developing Understanding of Self and Others kit (D-1)
- B. Focus on Self Development - Stage I - Awareness

XII. Follow-up Activities

- A. Conclude walking tours of the school plant.
- B. Review activities and research of unit.
- C. Reshow any interesting films or filmstrips.
- D. Give oral or written post-evaluation.
- E. Select reading stories occasionally that relate to this topic of study.

XIII. Materials, Supplies and Equipment

- A. Charts
- B. Pictures for bulletin boards
- C. Films and filmstrips
- D. Scrapbook
- E. Filebox
- F. Index cards
- G. Cardboard boxes
- H. Refrigerator boxes

- I. Scissors
- J. Construction paper
- K. Kitchen utensils
- L. Tempera paint
- M. Butcher paper
- N. Poster board
- O. Pins
- P. Magazines
- Q. Paste or glue
- R. Real or "play" currency and coins
- S. Color chart
- T. Basic Food Group Chart
- U. Typewriter
- V. Telephone
- W. Chalk
- X. Mops
- Y. Brooms
- Z. Pail
- AA. Thermometer
- BB. Band-aids
- CC. Whistle
- DD. Hand tools
- EE. Paint brushes
- FF. Office supply catalog
- GG. Pointer
- HH. Pencils
- II. Pastels
- JJ. Materials for music instruction
- KK. Patrol straps and badges
- LL. Steno pad
- MM. Clay
- NN. Socks
- OO. Yarn
- PP. Buttons
- QQ. Cardboard tubes

XIV. Evaluation

A. Self Evaluation

1. Did I plan effectively, utilizing methods and materials wisely?
2. Did I generate the maximum level of interest and participation through effective motivation activities?

3. Did I maintain a classroom atmosphere conducive to learning?
4. Did I involve the students in planning to the maximum degree possible?
5. Did I plan activities effectively to include each child to the best of his ability?
6. Did I program activities so as to individualize instruction?
7. Did I use the most effective means of correlating the subject matter?

B. Student Observations

1. Observe the flexibility of individual role interaction within the group.
2. Observe the child's use of communication skills both as an individual and as part of the group.
3. Observe for evidence of individual research and task completion.
4. Look for evidence of social interaction skills -- does the child share materials, take turns, accept responsibility willingly and communicate well with his peers?
5. Observe for any evidences of change in attitude toward school-related activities. Look for any changes in attitude toward the world of work.
6. Observe for evidences of strengthening of individual self-images

C. Written Evaluation (Pre-Post Test)

1. Each student will orally give his definition of a school.
2. Each student will name five positions of employment in the school.

3. Each student will describe the duties of three positions of employment in the school.
4. The student will arrange the grade levels from kindergarten to grade six.
5. The student will discuss the roles of the principal, the teacher and the custodian.
6. The student will determine by location and title his own room, the restrooms, the principal's office, the cafeteria and the library.
7. The students will discuss five ideas for safety on the playground.

XV. Resource Materials and Bibliography

A. Resource Materials (Filmstrips, 16 mm. Films, Multi-media Kits, Etc.)

1. Filmstrips

- a. "Knowing Our School Series"
Encyclopedia Britannica
- b. "Going to School is Fun", "School Helpers"
Eye Gate

2. Films

- a. "Going to School is Your Job"
- b. "Golden Rule, The ____ Lesson for Beginners"
- c. "School and Learning - Learning is my Job"
- d. "School and Planning - Puppet Show Caper"
- e. "School Day in Japan"

EDUCATION SERVICE CENTER-REGION XVII, MEDIA DIVISION

3. Multi-media Kits

- a. Developing Understanding of Self and Others (D-1)
- b. Focus on Self Development - Stage I - Awareness
EDUCATION SERVICE CENTER-REGION XVII, GUIDANCE LIBRARY

B. Bibliography

1. Children's Books

- a. Bucholmer, Naomi, Let's Go to School. Chicago: Children's Press, 1962.
- b. Bucholmer, Naomi, I Know a Teacher. New York: G.P. Putnam's Sons, 1967.
- c. Elkins, Benjamin, The True Book of Schools. Chicago: Children's Press, 1962.
- d. Greene, C. I Want to be a Bus Driver. Chicago: Children's Press, 1967.
- e. Greene, C. I Want to be a Librarian. Chicago: Children's Press, 1960.
- f. Green, Carla, I Want to be a Teacher. Chicago: Children's Press, 1957.
- g. Hage and Ryan, How Schools Help Us. Chicago: Benefic Press, 1962.
- h. Hoffman, Elaine, School Helpers. Melmont Publishers, 1955.
- i. Mills, Moore and Sheldon, Our School. Boston: Allyn and Bacon, Inc., 1966.
- j. Scarry, Richard, What do People do all Day. New York: Random House, 1968.

2. Teacher's Books

- a. Boehm, Peggy, The Story of Schools. New York: Sterling Publishing Company, 1960.
- b. Dictionary of Occupational Titles.

- c. Ferrari, Erma, Careers for You. New York: Abingdon-Cokesbury Press.
- d. Occupational Outlook Handbook.
- e. SRA Occupational Briefs.

2b. CAREER ORIENTED EDUCATION - AN INTRODUCTION TO CAREER OPPORTUNITIES
IN CITY GOVERNMENT SERVICES (SECONDARY EXAMPLE)

GRADES 7 & 8

INTRODUCTION

As students study the need for city governments, their organization, and the various services that are rendered by city governments, career opportunities in government services may be revealed. City government provides a broad spectrum of job opportunities: those requiring college degrees, college training, special training, skills, and few skills. The purpose of this outline is to give suggestions as to how the study of careers in city government may extend from a study of city government organization and city government services. Emphasis is placed on the council-manager form of city government.

I. Goals, Objectives and Learner Outcomes

A. Teacher Goals

1. To provide the student with an insight as to the many career opportunities within city government services.
2. To help the student realize that work has dignity and is worthwhile.
3. To broaden the student's knowledge of the organization of city government and an appreciation of services rendered by city governments.
4. To help the student understand that any organization such as a city government is effective because of the cooperative efforts of the persons involved.
5. To broaden the student's understanding of the need for academic preparation in fulfilling certain job requirements in city government.
6. To provide each student with an opportunity for an individual activity and for group participation as a stimulus for interest in governmental services careers.

B. Learner (Behavioral) Objectives

1. At the conclusion of the study on career opportunities in city governments, the student will be able to write to the satisfaction of the teacher a brief definition of 75 percent of the vocabulary terms given in association with city government.
2. The learner will be able to list ten (10) work roles that have been studied within city government.
3. Given appropriate information from this topic of study, the learner will be able to list five (5) major duties of the city manager.
4. Upon completion of this topic the learner will be able to identify those city governmental offices that are elective and those that are appointive under a council-manager form of government.

5. The learner will be able to state to the satisfaction of the teacher the basic difference between the responsibility of the city council and that of the city manager.

C. Learner Outcomes

1. Career and Occupational Information

- a. The student should realize the benefit of talking with qualified people working in areas of interest to him about work environment, necessary training, personal fulfillment, salaries, advancement opportunities, how they become that kind of worker and the problems encountered in reaching that goal.
- b. The student should understand the necessity of seeking out knowledge about the supply of and demand for occupations before making a career choice.
- c. The student should be able to identify and locate information about jobs, such as availability, pay, location and openings which will aid him in making a career choice.
- d. The student should understand how job characteristics, such as hours, environment, co-workers, extra benefits, location, possibility for advancement and salary will play a major role in his selection of a career according to his individual needs and interests.
- e. The student should know the opportunities for advancement in his career area.

2. Education/Career Opportunity Relationships

- a. The learner should be able to give examples of how the understanding of specific knowledge is a means of achieving a particular career goal.
- b. The student should be able to identify learning experiences in school which have improved his ability to follow a particular career direction and/or enable him to make necessary career adjustments.

- c. The student should be willing to ask questions when he needs information or when he does not understand.
- d. The student should understand that listening is an important way to learn.
- e. The student should be able to discuss the relationship between daily physical activity and physical fitness.

3. Self-Investigation and Evaluation for Career Success

- a. The student should know that he should be able to seek counseling from school, public and/or private counselors on problems about school, home, career choice, career requirements, life styles and/or getting along with other people.
- b. The student should be able to identify his interests which are related to his career direction.
- c. The student should be able to understand the relationship of satisfaction to successful achievement.

4. Attitudes and Appreciations for Career Success

- a. The student should be concerned with the concept of quality in relation to a task or job.
- b. The student should want to work for personal satisfaction and independence.
- c. The student should realize that work has dignity.
- d. The student should communicate an understanding of the need to talk on some occasions and the need to listen in other situations.
- e. The student should understand that as an employee he should be able to work well with others in reaching common goals of the company.

II. General Information

A. Definition of Terms

1. City: A governmental unit created by the State.
2. Council-Manager Plan: A city government which consists of an elected mayor and council to make policy and an appointed manager to administer that policy.
3. Federal System: One in which a constitution divides the powers of government on a territorial basis, between a central and several local governments.

B. Vocabulary

- | | |
|-----------------------------|------------------------------|
| 1. City council | 16. Budget |
| 2. Mayor | 17. Tax collection |
| 3. City manager | 18. Disbursement |
| 4. City secretary | 19. Revenue |
| 5. Administrative assistant | 20. Canadian Water Authority |
| 6. Department head | 21. Planning and zoning |
| 7. Policy | 22. Building code |
| 8. Administer | 23. Public works |
| 9. Advisory board | 24. Law enforcement |
| 10. Call to order | 25. Water fluoridation |
| 11. Chairperson | 26. Pollution |
| 12. Agenda | 27. Sewage |
| 13. Recognize | 28. Increment |
| 14. Table | 29. Fringe benefit |
| 15. Adjourn | 30. Personnel |

III. Occupational Information, Description and Listings

A. General Description

Students will learn that in accordance with state law, the city council forms the broad governmental policies and makes budget approvals. It is the task of the city manager to carry out the policies voted on and approved by the elected city council. Although duties may vary by city size, city managers generally coordinate and administer activities of operating departments such as tax collection, disbursement, law enforcement, and public works; hire department heads and their staffs; prepare the annual budget to be approved by elected officials; and study current problems such as unionization of governmental employees; urban renewal, and future growth. There are approximately 2,500 council-manager city governments in existence in our country today.

B. Job Entry and Preparation

Positions in city government requiring college degrees are often filled through college placement offices. All persons, however, may seek employment by applying directly to city personnel offices.

C. Requirements

An increasingly broad spectrum of career opportunities in city government has been in part caused by population growth and industrial expansion. Careers as city managers, engineers, accountants, and systems analysts require college degrees, while others such as secretaries, programmers, computer operators, law enforcement officials, and inspectors may require some college and special training. Many semi-skilled and some unskilled (often seasonal) job opportunities do exist.

D. Working Conditions and Benefits

General working environments for city employees vary widely. Many jobs require almost total indoor confinement while others permit outdoor exposure. Some require frequent change of location throughout the city while others do not.

Salaries and fringe benefits vary widely within each system, from region to region, and sometimes according to the size of the city.

E. Occupational Listings

Occupational opportunities vary according to the size and needs of each city, but every council-manager city government will employ professional, skilled, semi-skilled, and unskilled (often seasonal) labor.

- | | |
|-----------------------------|--|
| 1. City manager | 14. Park manager |
| 2. Assistant city manager | 15. Street and alley maintenance personnel |
| 3. Administrative assistant | 16. Meter readers |
| 4. City secretary | 17. Animal warden |
| 5. Engineer | 18. Programmer |
| 6. Accountant | 19. Computer operator |
| 7. Systems analyst | 20. Typist |
| 8. Law enforcement officer | 21. File clerk |
| 9. Fireman | 22. Airport manager |
| 10. Traffic manager | 23. Airport maintenance personnel |
| 11. Construction inspector | 24. Street and traffic light maintenance personnel |
| 12. Health inspector | 25. Mechanic |
| 13. Sanitation official | 26. Cemetery caretaker |

IV. Motivational Activities

- A. Invite a resource person(s) from law enforcement to discuss with the class duties of members of a law enforcement agency, personal qualifications, training, working conditions, expected salary range, fringe benefits, and job availability. Opportunities for young women in law enforcement should also be discussed. Ask the resource person to bring certain equipment such as fingerprinting paraphernalia. Suggested resource persons may include head of a law enforcement department of South Plains College along with students currently interning for law enforcement duties (one boy and one girl) or a member(s) of a local law enforcement agency.
- B. Arrange for a field trip to the local city hall. Students may interview personnel and view facilities along with certain pieces of equipment.
- C. Plan and display a bulletin board related to careers in city government agencies.
- D. Secure from city hall an organizational chart of the city government. Using colored chalk, reproduce this chart on the board for viewing at any time. Alternatively, a large posterboard chart could be constructed.
- E. Show film Is a Career in Government for You?
- F. Invite a lawyer to speak to the class on problems of law enforcement.
- G. Interview any city employee using a cassette tape recorder or videotape camera so that the interview may be shared with a large number of students.
- H. If funding permits, arrange for a visit to municipal facilities of a nearby large city.

V. Research and Study Activities

- A. Discuss the organizational chart extensively indicating the placement of the names of the positions and the relationship of the jobs to each other. Also use different colored chalk to differentiate between elective and appointive officials.

B. Investigate and study governmental services. Additional resource persons may be helpful.

- | | |
|--------------------------|--------------------------|
| 1. Trash collection | 7. Parks and playgrounds |
| 2. Streets and roads | 8. Law enforcement |
| 3. Street lighting | 9. Parking rules |
| 4. Fire protection | 10. Sewage disposal |
| 5. Public water supply | 11. Animal shelter |
| 6. Public health service | 12. Tax collection |

C. Collect newspaper stories referring to the preceding list.

D. Analyze, investigate and compare the following types of city government:

1. Council-Manager Plan
2. Mayor-Council Plan
3. Commission Plan

E. Discuss cost of water, garbage collection, sewage, and street light for average family in your town. Compare this cost to that of drilling and maintaining a private well, an available conveyance to carry garbage to the city dump, maintaining an individual method of sewage disposal and a street light. Also, discuss local water availability and health problems.

F. Conduct research on the Canadian Water Authority.

G. Have individual students to interview department heads to obtain information concerning the costs and care of equipment belonging to city governments.

H. Using the Occupational Outlook Handbook, occupational briefs, and library sources, write reports on various jobs in city government. Include preparation, job requirements, working conditions, salary ranges, fringe benefits, and job availability.

I. Give a brief pretest to determine the interest and knowledge of students.

J. Write a resume which might be submitted by an applicant for a particular job. A model resume might be displayed on an overhead transparency. This activity will aid students not only in reviewing necessary job requirements but will introduce students to the essentials of resume writing: conciseness, completeness, accuracy and neatness.

VI. Subject Content Tie-In Activities

A. Language Arts

1. Help students to expand their general working vocabulary from the list given in item II through written and oral usage.
2. Assist students in expanding their listening and speaking skills in visiting with resource persons.
3. Further students' research and reading skills in writing reports.
4. Introduce students to resume composition.

B. Mathematics

1. Analyze the costs of maintaining a private water well, sewage and garbage disposal system. Compare those costs to the charges made by the city to perform these services. A student-made chart or graph is suggested.
2. Compute the costs of purchasing maintenance services for certain city owned equipment.
3. Obtain a tax schedule and calculate the tax burden of an imaginary parcel of real estate.
4. Draw a scale model of a swimming pool, baseball diamond, playground equipment, etc. Use geometry skills in performing this assignment.

C. Science

1. Research health services provided by the city.
2. Study local water resources and the Canadian Water Authority.
3. Study the water fluoridation process.
4. Research street construction methods and materials used.
5. Research pollution control - garbage and sewage disposal, pests, weeds, etc.
6. Research machinery maintenance.

D. Social Studies

1. Study the concept of federal system as a form of a national governmental system.
2. Impress upon students that city governments receive their charters to operate from the state.
3. Review the use of parliamentary procedure when studying city council meetings.
4. Help students to recognize and appreciate the many services performed by city governments.
5. Help the students to understand the organization of city government under a council-manager plan.
6. Give a brief comparison of the council-manager plan to the other two forms calling attention to the efficiency of the council-manager plan.

E. Art

1. Sketch, draw, or paint a neighborhood park or playground.
2. Sketch a model airport terminal building.
3. Sketch or design original exterior Christmas decorations for municipal facilities.
4. Sketch interior design for city offices and council chamber. Plan a pleasing color scheme.
5. Design the exterior motif of a fire station or any other public works facilities so that its outward appearance would preserve the residential integrity of a neighborhood.

F. Music

Suggest a research project to determine why certain types of music are played over the intercoms of large airports.

VII. Hands-on Activities

- A. Build a model public playground.
- B. Construct a model airport.
- C. Construct a scale-model baseball diamond along with bleachers, concession stand, etc.
- D. Form companies and submit "bids" for the sale of heavy equipment or airport management.
- E. Build models of original exterior Christmas decorations for municipal facilities.

VIII. Suggested Resource Persons

- A. City manager (Mr. Bob Sokoll)
- B. City secretary (Mrs. Judy Stephens)
- C. Chief of Police (Mr. Les Johnson)
- D. Firechief (Mr. C.B. Joiner)
- E. Sanitation Department Head
- F. Instructor in law enforcement (Mr. George Lawless)
- G. Students in law enforcement (boy and girl)

IX. Suggested Field Trips

- A. City Hall - Council chambers, accounting offices, police station
- B. Fire station(s)
- C. Water station(s)
- D. Animal shelter
- E. City equipment maintenance garage

X. Suggested Role Playing Activities

- A. City council meeting
- B. Dispatching
- C. Situations involving police attention.
- D. Firemen meeting emergency situations.
- E. Individual interviewing for any city government job. Resumes written in Section V, Part J might be helpful in this activity.

XI. Suggested Guidance Activities

- A.** In a group discussion setting, have students give suggestions concerning the benefits and disadvantages of aspects of city government.
- B.** In a group discussion setting, have students to form several columns on the board with names of city government jobs as the heading. Have students to give suggestions as to which subject matter areas seem particularly important for each job.

XII. Follow-up Activities

- A.** A ten-point assessment sheet might be handed to students for their evaluation of certain activities (field trips, interviews, research, self-evaluation).
- B.** Display projects, sketches, models, paintings, research papers, charts.
- C.** Create scramble games from the vocabulary words.
- D.** Write thank-you letters to resource persons.

XIII. Materials, Supplies and Equipment

- | | |
|-------------------------------------|----------------------------------|
| A. Poster paper | K. Construction tools |
| B. Felt tip pens | L. Glue |
| C. Overhead transparencies | M. Felt |
| D. Films | N. Pipe cleaners |
| E. Pictures | O. Construction paper |
| F. Booklets, pamphlets | P. Staples and pins |
| G. Boxes | Q. Art paper for sketches |
| H. Salt ceramic | R. Water colors |
| I. Tempera or acrylic paints | S. Butcher paper |
| J. Plywood | |

XIV. Evaluation

A. Self-Evaluation

- 1.** Did I involve my students to some degree in each of the elements of Career Education?
- 2.** Were my efforts in motivational activities sufficient?
- 3.** Did I effectively integrate career studies into subject matter area so as to impress upon each student the need for academic preparation?

4. Were individual activities and group participation received with enthusiasm and performed with maximum effort?
5. Did I meet the individual needs of each student?
6. Did I sufficiently reinforce the idea that all work has dignity and should be respected?

B. Student Observations

1. Observe student's interest in discovering facts concerning careers.
2. Observe student's spontaneous pursuit of knowledge of careers and/or related subject matter areas.
3. Observe display of student's attitude toward all areas of work.
4. Observe any evidence which might indicate the student's understanding of the importance of working cooperatively with others.
5. Observe any evidence which indicates the student utilized and benefited from his own planning and decision-making.
6. Observe evidence of benefits received from listening.

C. Written Evaluation (Pre-Posttest)

1. Under whose authority is a city created?
2. What is the basic difference between the responsibilities of the city council and the city manager?
3. How does a federal governmental system help to facilitate a city government?
4. Name three positions in city government which might require a college degree.
5. Name two positions in city government which might be seasonal.
6. Name three positions in city government in which the person will probably work exclusively indoors.

7. Name three positions in which the person will spend most of his time outdoors.
8. Which position in city government is probably the highest paid? Why do you think this is so?
9. Name two positions in city government which require a working knowledge of the following subject matter areas. Explain why.

Language Arts
Math

Science
Social Studies

10. Write a paragraph describing the city government career opportunity which interests you most. Include the following information: brief job description, job preparation (training), salary, personal qualifications, strength in a particular subject area, outdoor or indoor environment, and why this job interests you most.
11. Name two positions in city government which do not require a college degree but do require special training.
12. Name three positions in city government which require no formal classroom training.

XV. Resource Materials and Bibliography

A. Films

"Is a Career in Government for You?"

B. Kits

1. SRA Occupational Exploration Kit
Science Research Associates
259 East Erie Street
Chicago, Illinois 60061

EDUCATION SERVICE CENTER, GUIDANCE LIBRARY, G 4 A 38

2. Job Experience Kit

EDUCATION SERVICE CENTER, GUIDANCE LIBRARY, G 4 A 24

C. Sound Filmstrips

1. "Belonging to a Group" - G 4 H 117A
2. "Who Are You?" - G 4 H 117C
3. "Setting Goals" - G 4 H 118C
4. "The Changing Work Ethic" - G 4 H 118G

EDUCATION SERVICE CENTER, GUIDANCE LIBRARY**D. Books**

1. Costello and Wolfson, Concise Handbook of Occupations, Ferguson, 1971.
2. Kuehn, Laverne, Bulletin Board Ideas for Career Education, Education Service Center, Guidance Library, G 2 TF.
3. Magruder, Frank A., American Government, Allyn and Bacon, Dallas, 1967.
4. Occupational Outlook Handbook, U.S. Government Printing Office, Washington, D.C. 20036.
5. Looking Forward to a Career in Government (Series), Education Service Center, Guidance Library, G 4 A 80.

E. Cassette Tapes

- "What's It Like?" (Worker Interview Series),
Education Service Center, Guidance Library, G 4 D 6.

Additional information concerning various careers may be obtained by writing to the following sources:

City Manager

A pamphlet, Careers in Higher Education, is available from the American Personnel and Guidance Association
1607 New Hampshire Avenue
Washington, D.C. 20009

Policemen or Policewomen

International Association of Chiefs of Police
11 Firstfield Road
Gaithersburg, Md. 20760

Fraternal Order of Police
National Headquarters
3094 Bertha Street
Flint, Michigan 48501

Public Administration Inspector

Interagency Board of United States Civil Service Examiners for Washington, D.C.
1900 E Street, N.W.
Washington, D.C. 20415

Construction Inspector

Secretariat of the National Conference of States on Building Codes and Standards
Building Research Division
National Bureau of Standards
Washington, D.C. 20234

International Conference of Building Officials
5360 Workman Mill Road
Whittier, California 90601

Interagency Board of the United States Civil Service Examiners for Washington, D.C.
1900 E Street, N.W.
Washington, D.C. 20415

Sanitarian

American Public Health Association
1015 18th Street, N.W.
Washington, D.C. 20036

International Association of Milk, Food and Environment Sanitarians
Blue Ridge Road
P.O. Box 437
Shelbyville, Indiana 46176

National Environment Health Association
1600 Pennsylvania Street
Denver, Colorado 80203

Division of Allied Health Manpower
Bureau of Health Professions Education and Manpower Training
National Institute of Health
9000 Rockville Pike
Bethesda, Md. 20014

CAREER ORIENTED EDUCATION
CURRICULUM TOPICS

GRADE LEVEL	CURRICULUM TOPIC
1. K-1	Careers in Food Services
2. K-1	The School
3. K-2	The Post Office
4. K-2	What Does My Family Do All Day?
5. K-3	Plants
6. K-3	Community Helpers
7. K-3	Dentistry
8. 3	Introduction to the Restaurant
9. 3	Transportation; The Trucking Industry
10. 4	Banking
11. 4, 5 & 6	Conservation: Environmental Careers
12. 4, 5 & 6	Animals (Birds, Reptiles, Amphibians, Mammals, Fish)
13. 4, 5 & 6	Botany: Plant and Environmental Careers
14. 4, 5 & 6	Leisure and Sports
15. 5 & 6	Construction: Careers in Building
16. 5 & 6	Television: Careers in Communication
17. 5 & 6	Newspaper: Careers in Mass Media
18. 5	Protective Services
19. 5	Semi Skilled Services
20. 7	Careers in Science - How Scientists Work (Investigations)
21. 7 & 8	An Introduction to Career Opportunities in City Government Services
22. 7 & 8	Communication Skills and Career Education
23. 7-9	Is a Career in Commercial Art For Me?
24. 7-12	French
25. 7-12	Spanish
26. 8 & 9	Are Metrics in Careers?
27. 9	Careers in Math (percentages)
28. 9	Careers in Music

H. IMPLEMENTATION

1. CURRICULUM INFUSION RECORD FORM 100
2. CURRICULUM INFUSION OVERVIEW 101

CURRICULUM INFUSION RECORD FORM **I.S.D.**

1975-76

Subject area (s) _____
 Teacher's Name _____
 Campus Name _____

1.

11-12

Circle appropriate grade level(s): K-2 3-4 5-6 7-8 9-10 11-12

Topic Infused	Date Completed	Date Used	Effectiveness (Fair, Good, Excellent)	Recommended Use (cont., revise, discont.)	Date turned in to Coordinator
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

2. CAREER ORIENTED EDUCATION CURRICULUM INFUSION OUTLINE

TITLE: _____

GRADE LEVEL: _____

INTRODUCTION

I. Goals, Objectives and Learner Outcomes

A. Teacher Goals (General Statements)

B. Learner (Behavioral) Objectives

C. Learner Outcomes

II. General Information

A. Definition of Terms

B. Vocabulary

III. Occupational Information, Description and Listings

A. General description (include necessary background information)

B. Job entry and preparation

C. General requirements

D. Working conditions and benefits

E. Occupational listings

IV. Motivational Activities

V. Research and Study Activities

VI. Subject Content Tie-In Activities

A. Language Arts

B. Math

C. Science

D. Social Studies

E. Other Subject Areas

VII. Suggested Hands-On Activities

VIII. Suggested Resource Persons

IX. Suggested Field Trip Sites

X. Suggested Role Playing Activities

XI. Suggested Guidance Activities

. XII. Follow-up Activities

XIV. Evaluation

A. Self Evaluation

B. Student Observations

C. Written Evaluation (Pre-Post Test)

XV. Resource Materials and Bibliography

A. Resource Materials (Filmstrips, 16 mm Films, Multi-media Kits, Etc.)

B. Bibliography

184 172 385